ENGLISH
FOR
BUSINESS

Collected
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BOOK

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PART ONE

PASSAGES FOR COMPREHENSION

1. Book- Keeping

Book-keeping is an essential accounting tool. A small business or company may employ only one book-keeper, who records all of the financial data by hand ; large organizations may employ many book- keepers, who use electronic and mechanical equipment for a large part of their work . Each organization has its own book-keeping requirements , but all systems operate on the same basic principles. The book-keepers themselves must be accurate, good in math, and meticulous; that is, they must be very careful to record each detail in its proper place.

About 3,000 B.C., the Sumerians, the Egyptians, and other peoples of the Middle East developed the first known business records. The results of tax collections, farming harvests, and the transactions of merchants were recorded by means of written numbers.

The Romans, too, were politic keepers of records. Indeed, Roman numerals were used in may parts of Europe until the fifteenth century A.D. The Stimulus for modern book-keeping came with the introduction of Arabic , or Hindu - Arabic numerals and the decimal system in the twelfth century A.D. Most people today use Arabic numerals.

The two basic systems of book-keeping are double-entry and single-entry . The double-entry method was perfected by the merchants of Venice during the fifteenth century and is still used today . The basic principle of double-entry book-keeping is that every transaction has a twofold effect. In other words,

(a value is received and a value is yielded or parted with)Both effects, which are equal in amount, must be entered completely in the book-keeping records.

An account is a record of the financial transactions that concern one item or a group of similar items . The account includes categories of financial data for each area of interest during a specific period : the value at the beginning of a period, changes in value during the same period, and the value at the end of a period . The broad areas of interest can be labeled assets, liabilities, and net worth. Income and expense accounts are totaled at regular intervals, and the resulting profit or losses posted to a capital account.

Anything of value that a business or organization owns is commonly known as an asset. Asset accounts include cash, which is the money on hand or in the bank; furniture and fixtures; accounts receivable, the claims against customers that owe money ; stock or inventory ; office suppliers; and many others that show what the organization owns.

Vocabulary

Essential:	necessary
Tool:	instrument
Equipment:	tool
Meticulous:	very careful
Prolific:	industrious
Decimal:	can be divided by ten
Two-fold:	double
Yielded:	surrendered

Labeled.	marked
Fixtures:	fixed items
Stock:	deposits
Inventory:	list of goods

Comprehension

I. Complete the following sentences with reference to the passage:

1. Book-keeping is ....
2. A small business may employ only ....
3. Large organizations may employ many book-keepers who are ....
4. Each organization has its ....
5. The book- keepers must be..........

II. Answer the questions with reference to the passage :

1. When did the people of the Middle East develop the first Known business records ?
2. How were the results of tax collections and other transactions recorded?
3. What are the two basic systems of book - keeping?
4. By whom was the double-entry method perfected?
5. What is the basic principle of double-entry book -keeping?

Language Drills and Exercises

I. Change the following sentences from active to passive.

1. The Sumerians, the Egyptians and other peoples of the Middle East developed the first Known business records.

2. Most people today use Arabic numerals

3. In a small business the book-keeper records the financial data.

4. In large organizations book-keepers use electronic equipment.

II. Change the following sentences from passive to active:

1. Roman numerals were used b: Europe until the fifteenth century A.D.

2. The double-entry method was perfected by the merchants Venice.

3. The broad areas of interest are labeled assets, liabilities and net worth.

4. The resulting profit or loss is posted to a capital account.

5. Anything of value that a business or organization owns is commonly known as an asset.

Translation

Translate the first paragraph of the passage into Arabic.

2. Finance

People and organizations do not exist in isolation. They depend on other people and other organizations to produce goods or services for their own needs. In primitive economies people exchange their products for crops and goods which they need. But this is a clumsy method of exchange. It assumes that an only wants the goods that the organization has produced, but also has the product or service which the organization could use. This primitive method of exchange is complicated and it restricted the development of business.

The creation of money made business transactions much easier.

Money can be exchanged into any type of good or service, and it is therefore medium of exchange: it 'lubricates' business operations.

The functions of money

1. Money is a medium of exchange

People will exchange any good or service for money : this is its most important function. In order to be a medium of exchange, money must be acceptable : everyone must have confidence in the medium. Initially, this confidence was created by using metals like gold and silver which in themselves were valuable. The coins, notes and cheques which are used as money

today are not in themselves worth what they represent. Nevertheless, they are accepted by everyone in business transactions.

2. Money measures Value

The value of goods and services is expressed in money terms so that there is no problem in comparing different products. Money provides a standard measurement in business-ar- employee knows how much he is worth to an employer; and he also knows the range of products and services his 'worth will obtain. Similarly, firm can use profit as a measure of success, and by using financial values they have a good idea of the range of expenditure and investment projects which they can undertake . A current problem however, which will be examined later, is inflation . Constantly changing prices make money as a measure of value less reliable, especially for comparisons over a period of time .

3. Money can be saved

Money can be stored away and generally it will not deteriorate.

Until recently it was reasonable to claim that money would not lose its value . However increases in the rate of inflation have made money an unreliable store of value. As a result, many people now look for alternative ways of sorting their wealth-by buying items which tend to maintain or even increase their value such as antiques, works of art , or land. It is unwise for a business to keep cash during inflationary periods.

4. Money can record debts

There are many transactions in business when payment is not made straight away . Money gives organizations the facility to record any deferred payments, and to receive the money either in installments or in one payment at a later date. Inflation makes it unwise to give extended credit to customers, since the business will be losing cash as the value of the debt in real terms decreases. Conversely, most business will seek to defer their own payments to suppliers.

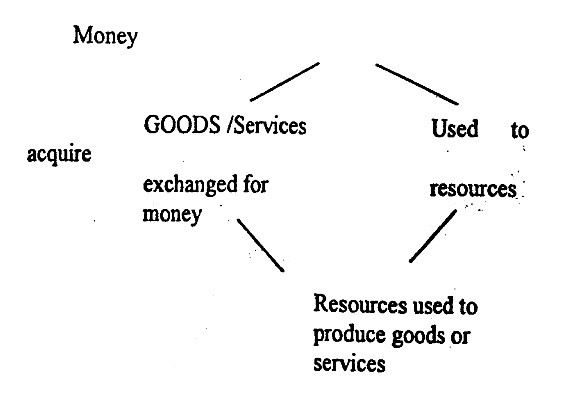


Fig 1 Cash flow in an organization

5. One - way payments can be made

Government organizations often provide a service when there is no direct exchange taking place . For

example, such services as education, health, police and defense do not have to be paid for directly : they are financed out of taxation Taxes are one-way payments which ensure that only those capable of making the payments actually do so.

Business cannot function without money . It enables all organizations to obtain resources. It enables commercial organizations to earn a reward for their product or service. It enables the government to raise revenue.

Vocabulary

Isolation:	being alone, apart from everyone
Primitive:	old-fashioned, simple and crude
Clumsy :	rude and awkward
Assumes:	believes, supposes
Restricted :	limited
Lubricates:	makes it to move smoothly
Initially:	in the first place
Inflation:	increase of the prices
Deteriorate :	Go backward

Comprehension

I. Complete the following sentences with reference to the passage:

1. People and organizations do not exist ....

2. In primitive economies, people exchange their products for......

3. The creation of money made ....

4. Money measures...........

II. Answer the following questions with reference to the passage:

1. What are the functions of money?

2. How does money provide measurement in business?

3. How can money be saved ?

4. How can money record debts?

5. Can business function without money ? Give your reasons.

Language Drills and Exercises

1. Fill in the gaps with suitable prepositions:

1. People and organizations do not exist ....isolation.

2. They depend ....other people and other organizations to produce goods ....services ....their own needs.

3. .... primitive economies, people exchange their products ......crops and goods which they need.

4. This is a clumsy method ....exchange.

5. Money can be exchanged .... any type ...... good or services.

II.1. Give adjectives of the following words by adding the suffix (able)

Ex. Value :valuable

accept	obtain	change
rely	pay	profit

2. Give the adverbs of the following words by adding the suffix (.ly):

EX. Initial :initially

general	constant	similar
direct	commercial	confuse

Translation

Translate the first two paragraph of the passage into Arabic.

3 . Capital Expenditure

Capital expenditure : the acquisition of fixed assets. The short - term expenditure of companies loses its value as soon as it is expended. Naturally it helps the firm to earn income. but the payment of rent or electricity bills is a one- off exercise. Where a company spends money but does obtain a permanent asset, the expenditure is termed revenue expenditure When a company purchases a plant or equipment which will be used over a long period of time, this expenditure is termed capital expenditure.

The distinction between revenue and capital - expenditure is not always simple. Clearly the payment of the heating bill is-revenue expenditure, and the purchase of a computer is capital expenditure . But there are some items which cannot easily be categorized. For example, any transport costs when using national rail would be a revenue expense. The purchase of a van to perform the ease function , on the other hand, would be a capital expense. Similarly, the leading or hiring of equipment is revenue expenditure, whereas purchase of the same equipment is capital expenditure.

In spite of the lack of clarity it is apparent that organizations will require large sums of money to purchase long-term assets. Investment in fixed assets is necessary for three main reasons :

1. Expansion and growth. New capital resources in an organization provide the capacity for expansion. The purchase of more aircraft by an airline, or the construction of more colleges by the Government, allows the 'industry' to grow and output to increase.

2. Efficiency. The replacement of obsolete fixed assets by new machinery or new equipment can help to improve the productivity of an industry. For example, developments in computers have increased the efficiency of many administrative departments.

One of the problems with fixed assets as a resource is that their use cannot be changed . Once capital investment has taken place in a specific plant, such as a steel rolling mill, the capital cost is so large that the plant has to be employed for many years even when it is obsolete.

3. Increased competitive power: Improved efficiency also improves competitive power. Organizations have to invest in order to be competitive.

The need for capital investment creates five main problems for organizations:

1. How to raise the money . It is unlikely that companies will earn enough revenue to finance their initial capital projects from their own resources.

2. What balance to have between different sources of finance.

3. Which alternative project to choose.

4. How to build into the organization provision for expensive purchases in the future.

5. What rate of return to try to get on the investment (pricing policy).

Vocabulary

Acquisition :	acquiring , obtaining
Permanent :	always
Distinction:	difference
Categorized:	Classified
Lack:	need
Apparent:	obvious
Capacity:	power
Expansion	enlargement
Output:	production
Obsolete:	disused, discarded

Comprehension

I. Complete the following sentences with reference to the passage:

1. The short-term expenditure loses............

2. The short- term expenditure helps the firm to ....

3. The distinction between revenue and capital expenditure is ....

4. Investment in fixed assets is ....

5. New capital resources provide...............

II. Answer the following questions with reference to the passage:

1. When does the short-term expenditure of companies lose its value?

2. In what way does capital expenditure help the firm?

3. Why is investment in fixed assets necessary?

4. What do new capital resources in an organization provide?

5. What are the five main problems which the need for capital investment creates?

Language Drills and Exercises

I. Put verbs between brackets in the correct form:

1. The short-term expenditure of companies (lose)its value as soon as it (expend).

2. Where a company (spend) money but not (obtain) a permanent asset, the expenditure (term)' revenue expenditure'.

3. The distinction between revenue and expenditure not (be) always simple.

II .1. Give the verbs of the following nouns:

Construction	expansion	clarity
equipment	productivity	replacement

2. Give the nouns of the following verbs:

pay	lose	invest

grow improve employ

Translation

Translate the first two paragraphs of the passage into Arabic

4. Some Definitions of Economics

Beginners often want a short definition of economics.

Here are a few definitions :

1. Economics, or political economy, is the study of those activities which , with or without money, involve exchange transactions among people.

2. Economics is the study of how people choose to use scarcer limited productive resources (land, labor, capital goods such as machinery, technical knowledge)to produce various commodities (such as wheat, beef, overcoats, yachts, concerts, roads, bombers) - and distribute these goods to various members of society for their consumption.

3. Economics is the study of people in their ordinary business of life, earning and enjoying a living.

4. Economics is the study of how to improve society and make humane civilization possible.

The list is a good one. Yet a scholar can extend it many times over

Economists today agree on a general definition something like the following:

Economics is the study of how people and society end up choosing. With or without the use of money , to employ scarce productive resources that could have

alternative uses - to produce various commodities and distribute them for consumption, now and in the future, among various persons and group in society Economics analyzes the costs and the benefits improving patterns of resources use.

Vocabulary

Transactions:	dealings
Scarce:	a very few
Commodities:	goods
distribute:	give away
scholar:	researcher
alternative:	replacement
benefits:	profits
patterns:	kinds

Comprehension

I. Complete the following sentences with reference to the above passage:

1. Economics , or political economy is ....
2. Economics is the study of ....
3. Economics is the study of how to improve ....
4. Economists today agree on a ....
5. Economics analyzes.........

II. Answer the following questions on the above passage :

1. Give some of the well-known definitions of economics in your own words.

2. On what do economists today agree?

3. What does economics analyze?

4. In what way is the study of economics concerned with society?

5. Explain the following terms:

a. Exchange transactions

b. Limited productive resources

c. Various commodities

Language Drills and Exercises

I. Study the use of the present simple tense in the following sentence:

Beginners often want a short definition of economics.

Note that 'want' is the present simple tense of verb ' to want '. We use this tense in two cases:

a. A habit

b. A fact.

In the above sentence it is a habit as the adverb (often) indicates.

Here are more examples:

I. I go to the library once a week .

ii. I watch the news program daily.

Here are examples that denote facts:

I, The sun rises from the East.

Now put the verbs between brackets in the present simple tense:

1. He often (come)here to see me.
2. He always (laugh) at good joke.
3. He always (take)part in the discussion.
4. The earth (turn) around the sun.
5. The moon (appear) at night.

II. Study the following form of noun:

definition : it is formed by adding the suffix (-ion).

Here are more examples from the passage:

I. Transaction
ii. Consumption
iii. Civilization

Now give the nouns of the following words by adding the suffix (-ion) :

1. Define
2. Produce
3. Alter
4. Civilize
5. Distribute

Translation

Translate the first two paragraphs of the passage into Arabic

5. Credit Instruments

Credit instruments are formal documents drawn up as evidences of the credit. They are of two types : promises to pay and orders to pay.

These credit instruments comprise the principle assets of both the commercial banks and most other financial institutions.

A- Promises : 1. Notes The promissory note is one common form of promise to pay . The borrower is the maker of the note. He agrees to repay the sum lent , at a specified annual rate of interest. At a specified time. Traditionally, notes have been short term obligations. In recent years they have been increasingly used as an instrument of intermediate credit also . Notes are signed by individuals, by corporations, and by government agencies.'

Bonds are also promises to pay , but are of longer term.

They may run anywhere from five years to ninety-nine years. There have even been some perpetual bonds issued by governments which contract to pay a fixed sum of interest yearly forever. Most bonds, however , have some sort of maturity.

The price of a bond, once in the hands of the public, will seldom be exactly its par value. While a bond is outstanding, it carries a risk of market fluctuations , just as a stock does, but ordinarily less.

3. Mortgages A mortgage is not a credit instrument , nor is it a promise to pay . Although we often read that lenders are " buying mortgages," they really are taking notes from their customers, or buying notes which other lenders have decided to liquidate. A note is often secured by a document which states that if the loan is not repaid , specified property may be seized by the lender and sold to satisfy the debt . This document is the mortgage if the note is sold, the mortgage accompanies it.

Mortgage credit is widely used in connection with real estate, as well as with automobiles and other consumer durable goods . They are often used also in connection with bond issues.

B. Orders: Banks drafts. Instead to being in the form of a promise to pay , a credit instrument may be an order to pays . Such orders are called drafts. The person who signs a draft is the drawer. And the person or firm ordered to pay is the drawee. A draft may be drawn against a person or persons, a corporation, or a bank.

Drafts may be individual (or ordinary) drafts or bank drafts.

Individual drafts are drawn by individuals, firms, or corporations other than banks against other individuals. Firms or corporations, including banks. While bank drafts are drawn by one bank on another bank drafts are especially useful in the international transfer of funds.

Both individual drafts and bank drafts may be right drafts, payable on demand. Often, however, time drafts are drawn, payable a month or more after they have been first presented to the drawee.

Vocabulary

drawn up :	written
comprise:	contain
lent:	given as a loan
annual :	yearly
specified:	certain
agencies:	those who act on behalf
Par:	regular
maturity:	time for its completeness
seldom	rarely
fluctuations:	ups and downs of value or prices
credited	lender
Liquidate:	pay off, put an end to
secured:	guaranteed
satisfy:	please

Comprehension

I. Complete the following sentences with reference to the above passage:

1. Credit instruments are.........
2. These credit instruments comprise..........
3. The promissory note is ....

4. Bonds are also promises to pay, but

5. Bonds may run from............ ...

II Answer the following questions on the above passage:

1. What are the types of the credit instruments ?

2. What are the two parties of the promissory note?

3. What are the bonds?

4. What is a mortgage?

5. Who is responsible for the bank drafts?

Language Drills and Exercises

I. Study the following form of noun :

i. Borrower
ii. Maker
iii. Lender

Now give the nouns of the following verbs by adding the suffix (-er):

1. Buy
2. Sell
3. Play
4. Write
5. Read

II. Here are other examples which are formed by adding the suffix (-or):

i. act _____ actor

ii. Credit ___ creditor

Now give the nouns of following words by adding the suffix (-or):

1. Conduct
2. Govern
3. direct
4. Instruct
5. Execute

III. Fill in the blanks with suitable prepositions from the above passage:

1. The promissory note is one common form .... promise .... pay.

2. The borrower is the maker ......the note.

3. He agrees.........repay the sum lent,....... a specified annual rate........interest , ... a specified time.

Translation

Translate the first two paragraphs of the passage into Arabic

6. What Are Costs?

To most of us and to most business, it may seem foolish to ask, "What is cost?". Is it into obviously the money we must pay ? yes, but not entirely. A "money veil" conceals some of the underlying reality of cost so that what we see and measure in our ordinary affairs may not tell us "the truth, he whole truth, and nothing but the truth". In a fundamental sense, a cost is the best alternative or opportunity which must be scarified or given up (for whatever one gets).

To a person taking a job, the cost is the total of attractions of the best thing he gives up, including leisure and the joys of fishing, but chiefly the next -best is: job. Some people have few stets of alternatives, others several. Always, however , an employer-and later consumers- of the best he gives up, including leisure and the joys of fishing, but chiefly the next best job. Some people have few sets of alternatives, others several. Always, however, an employer-and later consumers-must offer enough to compensate for the best opportunities which works give up. There cost of going to a movie is what one could otherwise get with the time and money . A man taking care of his own garden should count as a the next best thing he could do with his time . If we use a piece of land or a machine, the cost of this use includes the yield that could be gained in the best alternative use.

The business would generally put money prices on costs A vast range of things are valued in money terms. Money provides a highly convenient measure which permits us to compare widely varied things Yet businesses and households face some choices where money measures are incomplete. The costs for which consumers must pay do not include the full worth of the alternatives sacrificed-the widow's opportunity to care for her children which she must sacrifice when she leaves home to work . Money costs do not always cover important social costs. The classic example is smoke : the factory does not include in its cost the extra work its smoke makes for housewives; the business world does not make us, us as consumers of the factory's product, pay for what the housewife suffers on our account.

Another case deserves notice. If resources would otherwise be idle, they may be used for production with no significant sacrifice of desirable alternatives In one sense there is no cost. When there is widespread unemployment, therefore , society can increase the output of desirable goods and services at no basic economic cost-by using labor and equipment that would otherwise be unwillingly idle. Money payments can give a misleading impression of cost under such conditions. (Money costs are important , however, for indicating the best of different possible ways of using the capacity that would be idle).

Vocabulary

Entirely :	completely
Conceals :	hides

Alternative	choice
Leisure	free time
Compensate	give something to make up for a loss
Yield	surrender give in
Convenient	suitable
Households	all the members of the family
Idle	unemployed
Unwillingly	inspite of one self
Misleading	deceiving

Comprehsion

I Complete the following sentence with reference to the passage :

1. A'money veil conceals ....
2. A cost is the best ....
3. To a person taking a job, the cost is ....
4. An employer must offer enough to conpensate for ....
5. Money provides ....

II. Answer the following questions on the passage .

1. What is cost ?
2. What does a' money veil' mean?
3. What does cost signify to a person taking a job ?
4. Name some of items which can be included under costs
5. What is the use of money ?

Language Drills and Exercises

I. Fill the gaps with words from the passage:

1. In a fundamental sense a cost is the best ....or opportunity which most be ....or given up for whatever one ....

2. To a person taking a job, the cost is the .... of attractions of the best thing he gives up including .... and the ....of fishing, but chiefly the next best ....

3. The business would generally put money prices on ....

4. A vast-rang of things are valued in ....terms.

5. ....Provides a highly convenient measure.

II. Give the nouns of the following words :

employ	consume	provide
pay	differ	impress
suffer	cover	measure
indicate	compensate	attract

Translation

Translate the first two paragraphs of the passage into Arabic

7-Forms of business Organization

Introduction

The objective of this chapter is to discuss the most generally accepted forms of business organization and to discuss the case of private, and public companies.

The Most Generally Used Forms of Business Are:

1. Sole Proprietorship.
2. Partnerships.
   A. General partnerships.
   B. Limited partnerships.
3. Companies.
   a. Limited partnerships with shares.
   B. Limited companies.
   C. Joint stock companies.

Generally the selection of a form of organization depends upon:

1. The size of funds required i.e. the amount of capital.
2. Type of enterprise to be operated.
3. How and when it is proposed to divide profits.
4. The extent of the liabilities the owners are willing to assume.
5. Ability to raise capital under the various forms.
6. Governmental control to which each type business is subject.
7. Tax liability that is assumed by each type of business organization.

In almost all the Western economies, the taxation factor is a very important one is selecting a business form.

Vocabulary

objective (n) .	purpose
accepted. adj.	agreed upon
organization (n).	an arrangement into a working system
case (n).	an example
private (adj.)	that belongs to an individual
public (adj.)	that belongs to the public which is owned by the government.
Sole proprietorship	the owing of a property by one self
partnership (n.pl)	having partners - one or two or more who share something with you
shares (n.pi.)	documents to prove ownership
joint stock	combined or shared supply firms
funds (n.pi.)	capital of spending on a project or business
enterprise (n.)	project-business
proposed (pp.r.)	suggested
extent (n.)	degree
liabilities (n.pi.)	obligations
willing	wishing-ready to
assume (v.)	undertake

subject	to be under control of
taxation (n.)	the whole system of taxes
factor (n.)	aspect, element

Comprehension

I. Complete the following sentences with reference to the above passage :

1. The objective of this chapter is ....
2. The most generally used forms of business are:
   - a- ....
   - b- ....
   - c-................................

3. The selection of a form of organization depends upon:
   - a- ....
   - b- ....
   - c-...
4. In most of the Western Countries , the taxation factor is ....

II . Choose the best answer from a, b, or c.:

1. The objective of this chapter is ....

a- to study history.

B- to discuss a film.

C- to discuss the accepted forms of business.

2. Public companies are ....

a- owned by the government .

b- owned by individuals.

C- private firms.

3. Sole proprietorship is ....
a- a private business.
B- a public enterprise.
C- a joint stock company.
4. Partnerships mean ....
a. Sharing a business with another.
B. Having a private property.
C. Not having a business at all.
5. Tax liability is connected with ....
a. Paying taxes.
B. Gaining profit.
C. Losing interest.

Language Drills and Exercises

I. Study this form of adverb:

The most generally used forms of business .
'Generally ' is an adverb; it precedes an adjective; it is formed by adding the suffix - ly to the adjective . In this phrase we have two adjectives for the noun (forms) : the first adjective must he changed to an adverb.

1. Now give the adverbs of the following adjectives by adding the suffix- ly:

happy	interesting	beautiful
angry	sad	kind cruel
terrible	horrible	wrong

2. Fill in the black spaces with adverbs, qualifying the adjectives:

a. The argument was .... absurd.

B. He made me .... angry.

C. Your theory may be .... right; but I disagree with you completely.

D. Something happens to make the answer .... wrong.

E. This style of conversation is .... different from the previous one .

F. The child's story was .... exaggerated.

II. Write a brief summary in three sentences on the most generally used forms of Business.

Translation

Translate the first two paragraphs of the passage into Arabic

8. Partnership

The partnership form is an extension of the sole proprietorship.

Instead of heaving only one man, the partnership form allows many others to be associated with the business enterprise. Some legal formalities are necessary for the formation of a partnership . The partnership agreement should be written and registered in the court . A summary of the agreement should be published in one newspaper , and finally the partnership is recorded in the commercial register.

Sometimes partnerships are formed without a written agreement .

However, it is more preferable that the partenership should be recorded in an agreement which should be clear , in order to reduce any future disputes among partners.

Advantages :

1. Division of profits: Profits may be divided in (accordance with) both the capital and services contributed. Moreover each class of contribution may be rewarded separately return for services or abilities contributed.

2. Freedom of action: There are usually no limitation on what a partnership can do except those possibly indicated in the partnership agreement .

3. Division of responsibilities; the partnership permits specialization in management . Each partner can

handle that aspect of the business for which he is best suited by experience and knowledge.

4. Flexibility of operation. Since the partnership is a contractual relationship, its objectives, capital and membership may easily be changed to meet changing conditions.

5. Increased sources of capital: the resources of several individuals are naturally greater than those of one individual . As larger capital becomes necessary, partners may be added. Even if this procedure is not practical, the combined credit facilities of existing partners afford greater possibility of expansion.

6. Retention of individual control : Even though risk and responsibility are divided among partners, the individual partner retains some control . if he is dissatisfied, he can withdraw and thus dissolve or he can force his partners not buy him out.

7. Personal relationship : the personal relationship of the proprietor to the customer or client is not lost in the partnership form .

8. Personnel advantages : The partnership can offer more incentive to the best employee than the individual proprietorship. Reward for efficiency or excellence of service may be admission to the partnership, either as a general partner , or special partner, according to the partnership agreement.

Disadvantages :

Unlimited liability : Partners are usually jointly and personally liable for all the debts of the firm Generally speaking , the more numerous the partners, the greater the risk of each individual partner the larger the scope of the partnerships operations, the greater the personal liability of the partners.

2. Impermanence of existence : partnerships may usually be terminated voluntarily , by agreement of the parties, or may be terminated involuntarily , by the acts of the partners, or by certain events (such as death, insanity of a partner or by court action).

3. Division of control : Sometimes, the majority controls in questions of partnership policy and management . Where that is not true, it may be difficult to achieve harmony among partners on all questions . Serious disagreement among partners can harm the well-being of the enterprise.

4. Lack of entity : because the partnership has no entity, each partner generally has authority to act as agent for the partnership. Each might render it liable for damages by his acts. Generally, a partnership cannot sue, or be used by one of its partners.

5. Capital Limitations : Partnerships generally have greater resources than the sole proprietorship. When an enterprise needs large amounts of capital, the partnership is usually impractical . A partnership with too many partners becomes clumsy .

6. Ease of disruption : A serious problem in a partnership is the ease with which the whole organization may be disrupted or disorganized.

Personality or policy clashes among partners, the death of a partner, dishonesty or policy clashes among partners, the death of a partner, dishonesty, or unfair practice may cause difficulties which can be solved only by the dissolution of the partnership . of course , the does not need to mean the discontinuity of the venture, but it may end with that result.

7. Limited marketability of interest : a partnership interest is usually not readily marketable. Generally , the partner must sell to a copartner or to an outsider only with the consent of the other partners.

8. Difficulty of centralizing authority : It is difficult to centralize authority in the partnership . Each partner may demand an equal share of authority , unless such matters are specifically delineated in the partnership agreement.

Translation

Translate the first two paragraphs of the passage into Arabic

Vocabulary

extension (n.)	addition
allows (v.)	gives chance to
associated (pp.v.)	connected
legal (adj.)	according to law
formalities (n.pl.)	official arrangements
disputes (n.pi.)	quarrels- misunderstandings - disagreements

contributed (pp.v.)	given
indicated (pp.v.)	mentioned
permits(v.)	allows
handle (v.)	treat
contractual (adj.)	according to a contract
meet (v.)	face
expansion (n.)	enlargement
retention (n.)	keeping
withdraw (v.)	leave
dissolve (v.)	break off
incentive (n.)	encouragement
efficiency (n.)	skillfulness
jointly (adv.)	combined
scope (n.)	field
impermanence (n.)	discontinuity
voluntarily (adv.)	willingly
insanity (n.)	madness
court action	act of law
harmony (n.)	agreement
harm (v.)	upset - hurt
lack (n.)	want
entity (n.)	character
agent (n.)	on behalf of another
render (v.)	make
damages(n.pi.)	losses
sue (v.)	to take someone to court
clumsy (adj.)	awkward-difficult to manage
disruption (n.)	obstacles
clashes (v.)	hits
marketability (n.)	easy to seli
delineated (pp.v.)	explained

Comprehension

1. Complete the following sentences with reference to the above passage :

1. The partnership form is an extension of ....
2. Division of profits means ....
3. A summary of the agreement should be ......
4. The partnership should be recorded in ....
5. Freedom of action means ....
6. Flexibility of operation allows the partners to ....
7. In the partnership form , personal relationship is ....
8. Unlimited liability is due for partners in the case of ....
9. Division of control is ....
10. It is difficult to centralize authority in the partnership because any partner ....

Language Drills and Exercises

I. Study the passive form in the following sentences :

The partnership agreement should be written and registered in the court. (Should be written and registered) is the passive form; it is formed by v. To be + the past participle of the verb . After should the infinitive of v. To be is used .

This sentences can be changed from the passive to the active form as follows

The partners should write and register the partnership agreement

Note that the subject can be omitted if it is understood in the passive form

Now change the passive form into active in the following sentences :

1. A summary of the agreement should be published in one newspaper.

2 The partnership is recorded in the commercial register.

3. Sometimes partnerships are formed without a written agreement .

4. The partnership should be recorded in an agreement.

5. Profits may be divided.

6. Each class of contribution may be rewarded separately.

II. Write a summary of the advantage and disadvantages of partnership . Not more than ten times.

Translation

Translate the first two paragraphs of the passage into Arabic

9. The Scientific Management Movement

The founder of the movement, Frederick Winslow Taylor, who began his career in the 1870s as an apprentice in a small machinery making shop in Philadelphia - USA Later he became a machinist foreman, and in that capacity began the work that made famous as "the father of scientific management ".

As a foreman, Taylor was naturally anxious to see his men turnouts as much production as possible, but he knew it would be difficult to arouse any enthusiasm among them . They had nothing to gain if they did work harder , and it was common practice for them to do as little as they could and still get by . Taylor even sympathized with their attitude, he himself had followed the same system when he was a day laborer.

The Taylor System

The real trouble, Taylor decided on reflection, was that one knew how much work it was reasonable to expect a man to do . Either employers engaged a "fair day's work" by a general impression, or they had a record of the shortest time in which certain jobs had ever been performed. And there was plenty of room for argument about either standards. Therefore he asked the president of the company- Miduale Steel for permission to make a series of studies of the motions used in performing the various operations and the time it took to perform each one.

To this end, Taylor employed a young man to time each motion with a stop-watch. These small segments of the job he called "elements" and he arrived at the total time necessary to complete a job by totaling the element times and adding allowances for brief rests and unavoidable delays. Thus it would be possible, Taylor believed, to say how much a man could produce if he did " a fair day's work" and no one could argue about the figure because it had been scientifically determined. In addition, Taylor studied both the motions themselves and the tools employed, with a view to learning how fewer or shorter motions could be used to accomplish the same result.

This was one beginning of time and motion study. Although there were earlier and parallel developments elsewhere, it was Taylor's work that started systematic use of the plan in industry.

Another phase of the Taylor system - was a new payment plan that Taylor called "differential piecework " a plan designed to enlist the cooperation of the workers. Under this system, a man received one piece rate if he produced the standard number of pieces and another rate if he met or surpassed the standard, and in the latter case, the higher rate would be applied to all the pieces he produced, not merely to those over the standard.

He also called for a drastic reorganization of supervision His system embodied two new aspects: 1)

Unlimited liability Partners are usually jointly and personally liable for all the debts of the firm Generally speaking , the more numerous the partners, the greater the risk of each individual partner the larger the scope of the partnerships operations, the greater the personal liability of the partners.

2. Impermanence of existence : partnerships may usually be terminated voluntarily , by agreement of the parties, or may be terminated involuntarily , by the acts of the partners, or by certain events (such as death, insanity of a partner or by court action).

3. Division of control : Sometimes, the majority controls in questions of partnership policy and management . Where that is not true, it may be difficult to achieve harmony among partners on all questions . Serious disagreement among partners can harm the well-being of the enterprise.

4. Lack of entity : because the partnership has no entity, each partner generally has authority to act as agent for the partnership. Each might render it liable for damages by his acts. Generally, a partnership cannot sue, or be used by one of its partners.

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Translation

Translate the first two paragraphs of the passage into Arabic

1.0- Bank Payment

There are two sorts of bank account. Adeposit account is one into which you can pay money. Cash, cheques. And from which you can draw out money for your own use. The bank will pay you interest on the sums you have on deposit.

A current account is also one into which you can pay money, but it will not normally earn you interest; most banks, indeed, will charge you for the current account facility. A current account, however, has one advantage: it allows you to make payments to other people simply by instructing your bankers. The instruction usually takes the form of a cheque, which is really no more than a signed order from you to your bankers instructing them to pay to a named third party a certain sum of money.

A cheque may be crossed or open. A crossed cheque is one on which two parallel lines across it have been drawn or printed. A crossed cheque must be paid into another bank account. On the other hand, an open cheque .i.e. one without crossing. Can be presented for cash payment over the counter at the bank on which it is drawn. Crossing a cheque is a security measure; it makes it more difficult for anyone to obtain payment dishonestly if the cheque should fall into the wrong hands.

It must be borne in mind, however, that even crossed cheques are tra nsferable -that is, they may be passed from person to person. The payee - the person for whom the cheque has been written - can, if he chooses, endorse it - i.e. sign it on the back. The effect of the endorse-ment is to make the cheque transferable. Suppose Bill Brown draws a crossed cheque for ξ 100 in favour of Gregory Green; if Gregory Green endorses tjhe cheque, he can pass it on to William White; and Willim White can now pay it into his own bank account though the cheque was originally made out to someone else.

VOCABULARY

draw out: write a cheque for
interest: money paid for the use of money
charge: demand money from
facility: something which helps or makes it easy for us to do something
party: one of the persons or sides in an agreement
at the same distance from one another at all points
long table in bank at which business is done
security: safety
measure: step, act
borne in mind (v. To bear): always remembered
transferable: which can be given to another person

Questions

1- What is a deposit account?
2- What form of money can we pay into a deposit account?
3- Why do we draw money out of a deposit account?
4- What do we get for the sums we have on deposit?
5- What do most banks charge us for?
6- What does a current account allow us to do?
7- What is a cheque?
8- Where must a crossed cheque be paid?
9- Where can an open cheque be presented for cash payment?
10- Why is crossing a cheque a security measuure?
11- What do we mean when we say that a cheque is transferable?
12- How can a person endorse a cheque?
13- What is the effect of endorsing a cheque?
14- When can Gregory Green pass a cheque on to William White?
15- What is a 'payee?

LANGUAE STUDY

A

1- " A crossed cheque is one on which two parallel lines have been drawn."
2- "A crossed cheque must be paid into another bank accpunt."
3- "It must be borne in mind, however, that even crossed cheque are transferable."

4- " Transferable cheques may be passed from person to person."

5- "The person for whom the cheque has been written can endorse it."

In each of the previous sentences we are told about an action, but we are not told who has or have done, must do, or may do that action. In other words, the doer of the action is not known. We are not told who has oe have drawn the parallel lines in the first sentence, who must pay the crossed cheque in the secnd, who must bear in mind that ...... in sentence 3, who may pass the cheques in 4, and who have or has written the cheques in 5.

In each of these sentences the subject of the sentence, which should be the doer of the action, is replaced by the receiver or sufferer of the action:

The crossed cheque on which the lines have been drawn in I, that which must be paid in 2, the thing must be borne in mind in 3, the cheques which may be passed in 4, and finally the cheque which has been written in 5.

We call the form of such verbs as are reated to the receiver or sufferer of the action the Passive Voice. The Active Voice, on the other hand, is the form of the verb when it is related to the doer of the action.

The same sentences can be put in the Active Voice as follows:

1- A crossed cheque is one on which the owner of the account has drawn two parallel lines.

2- One must pay a crossed cheque into a bank account.

3- You must bear in mind, however, that even crossed cheques are transferable.

4- People may pass transferable cheque from one to another.

5- The person for whom the drawer has written the cheque can endorse it.

In the previous sentences the verbs are all related to the doers of the actions: "the owner of the account" in sentence I, "one" in 2, "you" in 3, "people" in 4, and "the drawer" in 5. They are all in the Active Voice.

How to form the passive Voice:

The passive Voice is formed by using the suitable tense of to be + the past participle of the verb. The following examples show the passive voice in a variety of tenses:

1- This picture is admired by all people.

2- The exercises were marked by the teacher.

3- I am astonished by you.

4- he was run over by a car yesterday.

5- Are you hurt by this rude boy?

6- The letters have been written by the secretary.

7- Hind has been chosen to represent her school.

8- He is liked by all that know him.

9- I was given many presents on my birthday.

We notice that in all the sentences except 7 and 9 we are told who or what the der of the action is . The word by usually comes before it.
On the other hand, in sentences 7 and 9 we do not know who has cosen Hind to represent the school, nor who gave me the many presents on my birthday.

Exercise - Change the voice in each of the following sentences into the opposite one:

1- Mother pressed all my shirts yesterday.
2- I have been blamed for my mistakes by the headmaster.
3- The gardener planted five rose trees.
4- Two essays are written by Hind every week.
5- I bought enough books for all the class.
6- The Germans were defeated by the Allies in the Second World War.
7- The British soldiers left ladia in 1947.
8- I was examined by there doctors in the hospital.
9- The secretary was dismissed by the manager of the company.
10- The police arrested all the owners of firearms.
11- Hind carpenter made two beds in one day.
12- All the seats were occupied by the students in ten minutes.
13- All the seats were occupied by the students in ten minutes.
14- Cats hate dogs.
15- Englishmen drink much tea.
16- Hind types all her essays.

17- Corrections are written by the students at the beginning of the lesson.
18- Breakfast is served by the landlady at eight.
19- Hind and her sister were invited to tea by their cousins.
20- Amr has found the gold ring which Hind lost.
21- Sick dogs are treated by vets.
22- Children like ice-cream.
23- Japan sells many cars to Europe.
24- The old woman tells the children a fairy tale before they go to bed.
25- Many Egyptians have crossed the English Channel.
26- Why did your father give you all this money?
27- Amr was expelled from school by the headmaster.
28- The lost child was finally found by the police.
29- The police protect us.
30- All the boys left Amr alone.
31- The two cars were repaired by the mechanic.
32- They were delayed by the traffic jam.
33- Egyptians eat much bread.
34- Many people do not enjoy English food.
35- They were all found guilty by the judge.
36- Milk improves the taste of tea.
37- The maid cleans the room every morning.

Sometimes we are not interested in the dore of the action, that is, the subject of the sentence. This may be an indefinite subject; someone, people, one, somebody, anyone, everyone, everybody, anybody.
In such cases the Passive Voice is preferred. Lnstead of saying:

1- Someone has stolen my bag
2- People eat more meat nowadays
3- One usually uses a pressure cooker in a modern kitchen.
4-Somebody took my best shirt out of the wardrobe
5- Anyone can borrow books from the library.
6- Everyone admired the picture he painted last year.
7- Everybody wears sandals on the beach.
8- Anybody may cross the street here.

It is more natrural to say:

1- My bag has been stolen.
2- More meat is eaten nowadays.
3- A pressure cooker is usually used in a modern kitchen.
4- My best shirt was taken out of the wardrobe.
5- Books can be borrowed from the library.
6- The picture he painted last year was admired.
7- Sandals are worn on the beach.
8- The street may be crossed nere.

The passive form is common in instructions given to people in general such as the following:

Foreign currency must be changed at the border.
Smoking is strictly prohibited.
Children are not admitted.
Names should be written in block letters.
German is spoken in this supermarket.
In all these instructions nobody in particular is meant
That is why the doer of the action is omitted.

Exercise: Change the following sentences into the Passive Voice omitting the original subject whenever that is suitable:

1- Owners of dogs must hold them in leash.

2- They all criticized his beaviour.

3- Fverybody speaks English in Demmark.

4- Someone found the missing child.

5- A man murdered the prime minister of Ruritania.

6- Some people robbed the Central Bank of Treasure Island.

7- The maid broke two glasses yesterday.

8- The guests drank mush wine at the party.

9- The enemy captured many soldiers in the battle.

10- The bomb damaged there houses and killed twenty people.

11- Somebody kidnapped the president's nephew.

12- The princess adopted three orphans.

13- Muslims take off their shoes before entering a mosque.

14- People read the papers in the morning.

15- People in Bulgaria each much yaourt.

16- Reindeer pull sledges in Siberia.

17- Ships transport much oil from Iran.

18- Egyptians grow much cotton.

19- Somebody produced this film last year.

20- The milkman left two pints of milk this morning.

21- One uses sugar and fruit to make jam.

22- No one has entered this room for years.

23- Hind forgave Amr.

24- Amr painted the room red.

25- People in Arabia eat mutton
26- Hind told Ann to come early
27- Hind ate a bad fish last week
28- Someone spilled the milk all over the floor
29- The cat chased the mouse for hours.
30- Hind has done much work lately.
31- People must pay debts
32-People arrested the thief after a long search.
33- An architect built this bridge a few years ago.
34- A doctor cured him of his disease
35- A well-known doctor from Jamaica cured him of his disease.
36- People in Brazil speak Portuguese.
37- A soldier shot the officer in he back.

B "The payee -the person for the whom the cheque has been witten - can endorse it."

The word "payee" is fonned of the verb pay and the suffix-ee. A suffix is one or more letters added onto the end of a word to make another word.-ee changes the verb inot a noun with the sense of person affected by the action of the verb. Payee means the person to whom the cheque is made payable.

Other words which are fonned in the same way are:
employee: person employed for payment
adressee: person to whom a letter is addressed

The person who give the money to the payee is the payer. Again, this word is formed of the verb pay with the suffix-er at the end. This suffix is freely used to

from nouns with the sense of persons doing the act named. This suffix can added to nouns as we find in the word banker.

Exercise _ Form nouns of the verbs between brackets:
1- The (bake) works day and night.
2- The (hunt) chased the lions for a week.
3- A (paint) makes much miney nowadays.
4- Many (write) travel abroad.
5- Our (teach) of English comes from Nigeria.
6- (work) in Poland went on strike for some time.
7- The market was overcrowed, it was full of (buy).
8- The police found the (murder at last.
9- He has decided to become a (photograph).
10- Some (manage) are paid high salaries.
11- Greta Garbo had many (admire) in her time.
12- Many (climb) go to the Alps to practise their favourite sport.
13- Many developing countries employ foreign military (advise).
14-Banks usually make precautions againts (rob).

Abbreviations, and Foreign Words and Phrases

ABBREVIATIONS

General

AD	Anno domini-in the year of our Lord
ad lib	At your pleasure; as much as you like
advt	Advertisement
am	Ante meridiem- before noon
Anon	ANONYMOUS
ANS	ANSWER
BC	Before Christ: British Columbia (Canada)
BEA	British European Airways
BOAC	British Overseas Airways Corporation
BR	British Rail
BRS	British Road Services
C	Centigrade (thermometer scale); cent; a hundred
cf or cp	Compare
chq	Cheque
Co	Company; County
Dept	Department
ditto; do	The same
DV	Deo oolente-- god willing
eg	Exempli gratia--for (the sake of) example
Enc.; Encl	Enclosure
etc	Et cetera--and the rest
et seq	Et sequentia--and the following
F	Fahrenheit (thermometer scale)
fcp	Foolscap (13 in by 8 in)

fo	Folio-a sheet of paper or twwo opposite pages numbered as one
HO	Head Office
Hon Sec	Honorary Secretary
hp	Horse-power; Hire Purchase
ib, ibid	Ibidem-in the same place
ie	Id est-that is
infia dig	Beneath one,s dignity
JP	Justice of the Peace
M	Monsieur-sir
MM	Messieurs-sirs, gentlemen (Messrs)
Memo, Mem	Memorandum
MO	Money Order; Medical Offcer
MP	Member of Parliament; Military Police
mph	Miles per hour
MSS	Manuscripts (sing. MS)
mth, mths	Month, months
MV	Motor Vessel
NB	Nota bene-take caref.ul note
NP	Notary Public
OHMS	On Her Majesty,s Service
p, pp	page, pages
PA	Personal Assistant
P/ A	Power of Attorney
pc	Post card
PC	Privy Councillor; Police Constable
pl	Plural
pm	post meridiem-after noon
PM	Prime Minister
PO	Postal Order; Post Office
pro	For, on behalf of
PRO	Public Relations Offcer

pro tem	Pro ternpore-for the time being
PS	Post scriptum-postscript, added after the signature to a letter.
PPS	Asecond postsctipt

ABBREVIATIONS AND FOREIGN WORDS

QC	Queen's Counsel
qv	Quod vide which see;to which you should ref.er
recd	Received
Rev	Reverend
Rly'Ry	Railway
RSVP	Repondez s'il vous plait-reply, if you please
Sec,Secy	Secratary
Senr	Senior
Soc	Society
SS	Steamship
stg	Sterling
Supt	Superintendent
VIP	Very Important pERSON

Commercial

@	At
AI	First class (at LloMETERs)
a/c	Account
ad val	Ad valoren - according to value
Agt	Agent
amt	Amount
A/S	Account Sales

av	Average
B/E	Bill of Exchange
b/f	Brought forward
B/L	Bill of Lading
B of E	Bank of English
Bros	Brothers
B/S	Balance Sheet
c&f	Cost and freight
C/N	Credit note
c/o	Care of
COD	Cash on Delivery
C/P	Charter party
Cr	Credit ; creditor
CR	Company's risk
cum div	With dividend
D/A	Douments againts acceptance or Documents attached
d/d	Days after date
Dis	Discount
Div	Dividend
D/N	Debit Note
D/O	Debit Order
Dr	Debtor
E&OE	Errors and omissions excepted
ex div	Without dividend
faa	Free of all average
fas	Free alongside ship
fpa	Free of particular average
fob	Free on board
for	Free on rail
fwd	Forward
G/A	General average
in trans	In transit-on the way

Inc	Incorporated
Insce	Insurance
inv	Invoice
IOU	I owe you
L/C	Letter of Credit
Ltd	Limited
m/s	Months after sight
OR	Owner's Risk
P/C	Prices current
per pro or pp	per procurationem-on behalf of
P/N	Promissory Note
pp	Parcel Post
PTO	Please turn over
Qto or 4to	QUARTO-FOLDED IN FOUR
Rct	Receipt
R/D	Ref.er to drawer
regd	registered
$	Dollars
SAE	Stamped addressed envelope
TMO	Telegraph Money Order
8vo	Ocyavo-folded in eight
l6mo	Folded in sixteen

FOREIGN WORDS AND PRASES
(F) French, (L) Latin

Ad valorem (L)	According to value
Agenda (L)	A list of things be done
Ante (L)	Before
Bona fide (L)	In good faith
Bon marche(F)	Cheap
Carte blanche (F)	A free hand ; full

	discretionary powers
Coup d'etat (F)	A sudden stroke of (state) policy
Data (L)	Facts given from which other facts may be deduced
De facto (L)	From the fact
Dies non (L)	No legal day i.e. a day on which no legal business may be transacted Out of
Ex (L)	Out of
Ex gratia (L)	Without prejudice
Ex officio (L)	By virtue of office
Gratis (L)	Without payment
In camera (L)	In a (judge's) private chambers
In extenso (L)	In full
In toto (L)	In the whole ; entirely
Inter alia (L)	Among other things
Ipso facto (L)	In the fact itself ; virtually
Locum tenens (L)	Deputy ; acting
Locus standi (L)	A place for standing ; a right to interfere
Nil secunds (L)	Second to none
Obiter dictum (L)	Never despair
Pari passu (L)	With equal pace ; together
Per (L)	Through an agency
Per contra (L)	On the other side
Persona grata (L)	A welovem person
Post mortem (L)	After death
Poste Restante (F)	To be kept in P.O. until fetched
Prima facie (L)	On the face of it ; at first sight

Pro (L)	For ; on behalf of
Pro forma (L)	As a matter of form
Pro rata (L)	In proportion
Quid pro quo (l)	Value for value
Quorum (L)	Number of members required to make decisions binding
Quota (L)	The part of share assigned to each
Sine die (L)	Indefinitely
Sine qua non (L)	An indispensable condition
Status quo (L)	Unchanged position
Stet (L)	Let is stand
Sub judice (L)	Under consideration
Sub rosa (L)	Privately
Tempus fugit (L)	Time files
Ultra vires (L)	Beyond one's legal powers
Verbatim (L)	Word for word
Via (L)	By way of
Vice (L)	In place of
Vice versa (L)	The terms being exchanged
Videlicent (Viz)(L)	Namely
Vis-a-vis(F)	Opposite; facing
Viva voce (L)	Orally

11 .Time , Days, Months, Seasons

On this page there is a picture of a clock. It has a round face with figures on it, and it has tow hands, a long hand and a short hand.

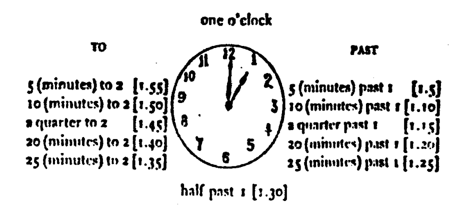
The short hand points to the hours; the long hand points to the minutes. Some clocks have three hands — a long hand, a short hand, and a very short one to point to the seconds.

We can tell the time by a clock or a watch. A clock is big; it is generally on the wall, or it stands on the table or over the fire. A watch is small; we can put on into our pocket or wear it on our wrist.

Some clocks are vrey big; for example, Big Ben, the clock on Houses of parliament in London.

The minute hand of Big Ben is fourteen feet long, and the hour hand is nine feet long.

Teacher : Look at the picture of a clock on this page.



Can you tell the t ne in English, Mr. A?

Mr. A : Yes, I can tell the time in English.

Teacher : What time is it by this clock?

Mr. A : It is one o'clock.

Teacher : Good. The long hand—the minute hand- move to I. what time is it now, Mr. A?

Mr. A : It's five minutes past one. It's five past one .

Teacher : Quite right. Now the minute hand moves to 2 What time is

it now, Mr. B?

Mr. B : Ten minutes past one. Ten past one.

Teacher : Very good. Now the minute hand moves again, this time to 3.

Mr. C : Now it's a quarter past one.

Teacher : Excellent.

Mr. D : And, after that, it is twenty past one and twenty- five past one.

Teacher : Good. Now the minute hand is at 6.

Miss E : Can we say " It is thirty past one "?

Teacher : No. We say : " It is half past one ".

Mr. F : And then we say " Twenty-five to two ", " twenty to two", " a quarter to two", and so on.

Teacher : Very good. You can all tell the time very well.

Miss E : Can we say " It is one-fifteen"?

Teacher : Yes, you can say " one-fifteen", " one thirty" or " one-forty" instead of " a quarter past one", " half past one" and " twenty to two". we generally say the times of trains and aeroplanes in that way. For example : I come on the eight-thirty train evry morning It gets to London at one twelve.

Mr. B : Can we say " twelve o'clock"?

Teacher : Yes. We can say " twelve o'clock", " a quarter to twelve ", " half past twelve". and so on.

But we can also say " midnight" for twelve o'clock at night. What can we say for twelve o'clock in the day?

Mr. C : " Midday", perhaps?

Teacher : Quite correct. We say " midday" or " noon"

Mr. A : How can you show the difference between two o'clock in the morning and two o'clock in the afternoon?

Teacher : Who can give the answer to that question?

Mr. B : I can, I think. For the hours between midnight and midday, we can write the letters A.M.; for example, 2.15 A.M.

Mr. C : What is the meaning of A. M., please?

Teacher : Mr. D, can you tell Mr. C the answer?

Mr. D : Yes, A. M. is a short form of the words in the Latin language ante meridiem, " before noon ".

Mr. B : And for the hours between midday and midnigth we can write P.M.—post meridiem or " after noon".

Teacher : That's quite right. But in time-tables for trains, buses and aeroplanes, we generally use a 24-hour system; 2.15 P.M., for example, is 14.15. Now look at these three clocks. What can you say about the middle clock, Mr. A?

Mr. A : The clock in the middle is right. It is telling the correct time.

Teacher : Good, Now, Mr. B, you speak about the clock on the left.

Mr. B : The clock on the left is not right. It is not telling the correct time. It is five minutes slow.

Teacher : That's right. Now, Mr. C, you speak about the clock on the right.

Mr. C : The clock on the right is incorrect, too. It is not telling the right time. It is five minutes fast.

Teacher : What time is it by the school clock, Miss F?

Miss F : It is a quarter to four.

Teacher : What time is it by your watch, Mr. A?

Mr. A : By my watch it is twelve minutes to four.

Teacher : And what time is it by your watch, Mr. B?

Mr. B : By my watch it is eighteen minutes to four.

Teacher : Now, Miss F. The school clock is right. What can you say, then, about Mr. A's watch and Mr. B's watch?

Miss F : Mr. A's watch is three minutes fast. and Mr. B's watch is three minutes slow.

Teacher : Thank you, Miss F, you are quite right.

Days Months Seasons

There are seven days in a week. They are : Monday, Tuesday, Wednesday, Friday, Saturday, Sunday. The first six are " week days" . Sunday is not a week day. The day before today is yesterday; the day after today is tomorrow. We also say : the day before yesterday; the day after tomorrow.

MAY

				Last Week ↓	This Week ↓	
Sun		5	12	19	26	
Mon		6	13	20	27	← The day before yesterday
Tues		7	14	21	28	← Yesterday
Wed	1	8	15	22	29	← Today
Thur	2	9	16	23	30	← Tomorrow
Fri	3	10	17	24	31	← The day after tomorrow
Sat	4	11	18	25		

Next Week ↓

There are twelve months in the year. The names of the months are : January, February, March, April, May, June, July, August, September, October, November, December.

The seasons in Britain are : Spring (March, April, May); Summer (June, July, August); Autumn (September, October, November); Winter (December, Junuary, February).

Grammer

In the forme, Mr. A's watch, John's book, the boy's football, you have examples of the Possessive form of the noun.

With singular noun we add an apostroph (') and s. with plural nouns ending in -s we add only the apostrophe.

Singular

The boy's football = the football of the boy.
The girl's dress = the dress of the girl.
The king's sons = the sons of the king.

Plural

The boys' football = the football of the boys.
The girls' dresses = the dresses of the girls.
The kings' sons = the sons of the kings.

With prural nouns not ending in -s. Here are three examples :

Singular	Plural
The man's suit. The woman's dresses. The child's bucket and spade.	The men's suits. The women's dresses. The children's buckets and spades.

" The King;s sons" and " The kings' sons" ; or between " The girl's dresses " and " The girls' dresses".

Generally speaking, only nouns for persons have a Possessive form. We sometimes put nouns for things in front of other nouns without a possessive ending :

Note : There is no difference in pronunciation between :

the school clock = the clock of the school.

Phrases

What's the time?	Fourteen feet long.
What time is it? Five minutes fast. Five minutes slow. What is the meaning of ...? What is the difference There is no difference	And so on. Quite right, quite correct. Instead of. between .... and between .... and ..

Round

Note the two meanings of round

1- There are flowers round the door

2- The clock has a round face

In (1) round is a preposition, in (2) it is an adjective

Tell

1- tell usually means " say", " give information":

Can you tell Mr. C the answer?

The clock is telling the right time.

2- tell the time means " read the time from a clock", " understand a clock " :

Feet

" The minute hand of Big Ben is fourteen feet long."

Feet is the plural of foot.

1- A foot is a part of the body. we have two feet.

2-A foot is an English measure (about 30 centimetres).

Word Study : Numbers

		Cardianl Numbers	Ordinal Numbers	Fractions	
one	1	First	1st		
two	2	Second	2nd	a half	1/2
twenty	20	Twentieth	20th	a twentieth	1/20
three	3	Third	3rd	a third	1/3
thirteen	13	Thirteenth	13th	a thirteenth	1/13
thirty	30	Thirtieth	30th	a thirtieth	1/30
four	4	Fourth	4th	a quarter,a fourth	1/4
fourteen	14	Fourteenth	14th	a fourteenth	1/14
forty	40	Fortieth	40th	a fortieth	1/40
five	5	Fifth	5th	a fifth	1/5
[illegible]	15	Fifteeth	15th	a fifteenth	1/15
fifty	50	Fiftieth	50th	a fiftieth	1/50
six	6	Sixth	6th	a sixth	1/6
sixteen	16	Sixteenth	16th	a sixteenth	1/16
sixty	60	Sixtieth	60th	a sixtieth	1/60
seven	7	Seventh	7th	a seventh	1/7
seventeen	17	Seventeenth	17th	a seventeenth	1/17
seventy	70	Seventieth	70th	a seventieth	1/70
eight	8	Eighth	8th	an eighth	1/8
eighteen	18	Eighteenth	18th	an eighteenth	1/18
eighty	80	Eightieth	80th	an eightieth	1/80
nine	9	Ninth	9th	a ninth	1/9
nineteen	19	Nineteenth	19th	a nineteenth	[illegible]
ninety	90	Ninetieth	90th	a ninetieth	[illegible]
ten	10	Tenth	10th	a Tenth	1/10
a hundred	100	Hundredth	100th	a Hundredth	1/100
a thousand	1.000	Thousandth	1,000th	a Thousandth	1/1000
a million	1.000.000	Millionth	1,000,000th	a milhonth	[illegible]

Pronunciation

Be careful with these words :

[e]	[i]
again [e'gein] or [e'gen]	between
o'clock	wrist [rist]
parliament [' pa:lement]	minute ['minit]
difference	difference
correct	

[c:]	[c]
quarter	watch
daughter	o'clock
before	pocket
morning	apostrophe
forty	long

Exercises

1- What time, in words, is :
(1) 1.5, (2) 2.10, (3) 2.15, (4) 3.20, (5) 5.25, (6) 7.30, (7) 9.40, (8) 10.35, (9) 11.45, (10) 12.55, (11) 6.50?

2- What time, in figures, is :
1- a quarter past three. 2- Half past five.
3- Aquarter to six. 4- Twenty-five to nine.
5- Twenty ti eleven. 6- Ten to four.
7- Five to nine. 8- Twenty to six.
9- Twenty- five to two?

3- Answer the following questions :
1- Can you tell the time?
2- What time is it?
3- Is it the day or the night?

4- When is it midnight?

5- When is it noon?

6- What kind of face has the clock on page 80?

7- How many hands has a clock? What are they?

8- What is the difference between a clock and a watch?

9- Where is your watch?

10- Give the name of a big clock?

11- How long are the hands of Big Ben?

12- Where is Big Ben?

13- What is the meaning of A.M. and P.M.?

14- The right time is seven o'clock; my clock says a quarter to seven. What can you say about it?

15- The right time is seven o'clock ; Henry's watch say ten minutes past seven. What can you say about it?

16- Give the names of (a) the days of the week, (b) the months, (c) the seasons.

4- Write these in the possessive form, i.e. with's or :

1- The watch of Mr. C.

2- The cigarette of the man.

3- The aeroplane of the king.

4- The umbrella of the girl.

5- The room of the girl.

6- The room of the girls

7- The suit of the waiter.

8- The suits of the waiters.

9- The football of the boy.

10- The football of the boys.

11- The penny of my mother.

12- The motor-car of John.

13- The room of the man.

14- The room of the men.

15- The dress of the woman.

16- The dresses of the women.

17- The bucket of the child.

18- The buckets of thr children.

5- Write these in words :

13, ,14, 40, 80, 90, 2nd, 3nd, 4th, 40th, 8th, 100th, 1/2, 1/4, 1/8, 1/80, 1/1000000.

6- Use each of these phrases in sentence :

1- Tell the time.
2- On the right.
3- In the middle.
4- Instead of.
5- Quite right.
6- For example.
7- Ten minutes slow.
8- A quarter of an hour fast.
- The difference between.
10- No difference between.
11- And so on.

Translation

I can tell the time by the clock. I can tell the hour and minutes. I can tell when a watch or a clock is slow, or when it is fast. The school clock is at four o'clock. My watch say five to four; my watch is five minutes slow. Henry's watch say eight minutes past four; his watch is eight minutes fast. Twelve o'clock in the daytime is noon; twelve o'clock at night is midnight.

PART TWO

BUSINESS LETTERS



Writing Business Letter

The business letter should be approached - as with short reports and memoranda - in a systematic way. As with the telex, letters are usually destined for organizations outside your company and so must reflect, both in style and content, the general image of your organization.

An interesting, comparative fact between letters and other business documents relates to style and tone. You will probably notice as you work through this unit that the letter writer is more personal. Note the use of *I* and *you*. Further, the active rather than the passive construction is used. A possible explanation for this could be that in letter writing we usually know the recipient or if we do not then the nature of the writing task is probably to sell, to influence or to persuade.

In contrast, a report is addressed to a position - Chief Fire Officer, Training Suberinendent, Accounts Manager - rather than a person - Bill Smith, Juan Toro, Hans Sehmidt.

Essential Qualities

If you work in an office or are hoping to do so, you must learn to write business letters that put you yourself and your firm in the best possible light. No sensible businessman would for long tolerate a tactless or untidy salesman, yet business letters — a firm's "silent salesmen"— sometimes reflect little or no credit on those who send them. Such letters can do more harm than good destroying the very confidence and good will

they seek to create. What then are the qualities of a good business letter?. Foremost of all, it must achieve its aim, the tone and spirit in which it is written must find acceptance with the reader. But to be a good letter it must do more' it must accomplish its mission in a way that commends itself to the reader and leaves him with a favorable impression both of the writer and of his firm. To do this it must possess certain intrinsic qualities : it must use language that is clear and free from faults of grammar and misspellings; it must be well typed on good quality stationery and have an attractive look. In a word, it must not merely do the job it was designed for but must do it in way that leaves a good impression and creates good will.

Over the years the business letter has developed certain connections of form and structure. These have been discussed in the two preceding chapter. Most businessmen, however, leave such matters to their secretaries and typists, whose attitudes are largely shaped by their training and experience.

Exercise 1

The sales Manager of International Computer Services has two Administrative Assistants who both frequently write letter which are sent out under the Sales Manager's signature One morning he finds two letters on his desk waiting to be signed and sent to the post room.

After reading the two letters, each of which was written by one of his assistants. he signs one and sends

it off. The second refuses to sign and sends it back to the writer for revision.

The two letters are given below. Which one do you think he refused to sign, and why?

Compare the layouts of Text 1 and 2. Notice how 1 follows the diagram layout for business letters in English. Many companies have their own individual systems and in particular the position of the references, date and receiver's address may very. In Exercise 2 we will look in detail at one alternative system.

INTERNATIONAL COMPUTER SERVICES PLC
136 Bolton Read, Newbury, Berks

Mr. David Green
British Tourism plc

our Ref. : BT / 2
Your Ref. :
Tuesday 24 Mar.

Dear Mr. David Green

Thank you for your letter of 20.1.96 requesting a demonstration of our product model SLX / 34.

I have arranged for one of our representatives to visit you, as requested on 10.3.96 at 2 p.m.

In the meantime, should you require any further information, please do not hesitate to contact me.

Your sincerely,

1 Company Name

2 References

3 Receiver
(or below)

4 Date

5 Salutation

---

7 Close

8 Name and Title

3Receiver (or above)

9 Enc. (s)

The letter which the Sales Manager refused to sign was text 2 which completely ignored the usual conventions of layout for business letters in English.

Notes :

* References : are normally given using the abbreviations *Our ref.* and *Your ref.*

* With an indented layout, dates are given as *2nd May 1997 / 10th March 1998* etc

* Salutations are used as follows :

- to a company Dear Sirs,

- to a person whose name you know Dear Mr. Brown, / Dear Mr. Rees, / Dear Dr. Davies,

- to an individual in an organization (e.g. the Personnel Manager) whose name you don't know Dear Sir or Madam,

- to a friend Dear Helen, / Dear Jolin.

* Note the following relationships between the salutation and the close :

Dear Sirs, Dear Sir or Madam,	→	Yours faithfully,
Dear Ms Rees, Dear Mr. Brown, Dear Dr. Jones,	→	Yours sincerely,
Dear Helen, Dear Johon,	→	Yours, Kind regards, Best wishes, Yours sincerely, (formal)

* Enc.(s) : is the abbreviation for Enclosure(s).

Task 1

How would you write the receiver's address, the salutation and the close in the following situations?

1. You are writing to the Chief Training Officer of a company called Newmark and Grayson Chemicals. They are based at 30-32, Dunmow Lane, London EC11.

2. You are writing to Ann Baines, who works in the Accounts Department of a company called Taylor and Johnson. Their offices are at 76 Davies Street, Liverpool 8.

3. You are writing to peter Andrews, the Marketing Manager of Drew and Audel, who have their headquarters in Tonbridge, Kent at 22 Main Street. You have worked closely with peter Andrews before and know him well.

Exercise 2 :

Text 3 is the letter which Helen Rees wrote in reply to the letter she received from John Adams (text 1). As you read it, consider the following questions :

- How does the layout of text 67 differ from the layout of text 1?

- What is the significance of the abbreviation 'PP' at the bottom of the letter?

- How is the information in the letter organized? What is the function of each section?

1- Layout

Text 1 is in blocked layout, is a more modern format than the indented layout of text 65. Its main features are :

* commas are not used in the receiver's address, the salutation or the close.

* dates are written thus : 9 April 97 (not 9th) May 1997 (not 2nd).

* there are no indentations
Note also the use of subject heading.

2- 'PP'

This abbreviation is used when a letter is signed by somebody other than the actual writer; for example, when a manager dictates a letter to his secretary and asks her to sign it on his behalf.

3- Organization of Information

Like the reports and memoranda, a business letter should have a introduction - development - conclusion structure.

* The introduction will provide the background information to the letter. This may be a reference to a previous communication :

- Thank you for your letter of 12.4.97.

- With reference to your application for the post of secretary with our company.

- Following our telephone conversation yesterday, ... or it may be a description of the background events that prompted the letter.

- Our representative, Mr. Humphries, has informed me equipment.

In general, the introduction should make it clear why the letter is begin written.

* The development, like the development of a report or memo, should present a logical, organized discussion of the facts.

* The conclusion should make it clear what follow-up action is necessary or possible :

- I hope you will not hesitate to contact me if you require any further information.

- I look forward to receiving your confirmation of this appointment.

- I should be grateful if you could ensure that this mistake does not occur again.

If no follow-up action is required, a police closing phrase may be used :

- I hope these arrangements are to your satisfaction.

- I look forward to meeting you again in the future.

Task 2 :

1. Write the reply that John Adams sent to Helen Rees' letter (Text 1). Before you start, think what will go into the introduction, development and conclusion of the letter, and decide whether you intend to use blocked or indented layout.

2. Write a letter for the following situation :
Neil ,Johnson, Purchasing Manager of Merror and Bletchley, plc, has written to you expressing interest in your company's requirements your product will need slight modification to suit his needs, but you feel this scan be done quickly and inexpensively. You are about to go to England on a business trip and want to arrange to meet Mr. Johnson. His firm's address is 261 Denby Road, Chester.

3. The following letters contain mistakes in layout, style, sentence construction, spelling, content. Rewrite and improve them.

Mr., David Hicks
27 Brownlee Road
Cntford
London SE 6 4PH

our ref. : MM / ob Your ref. : DII / as date :
Milan,

29 February 1997

Dear Mr. Hicks

Thank you for your letter of 20 February with your cheque of 20.
I am afraid but your cheque is wrong. In fact the date is 20 February 1987 and we can not cash it.

Enclosed I send you it so you can change the date.

About the book that you have asked, I am trebly sorry that you must wait for one month. It is reprinting now and we shall send you ready. The exact title of this book is " The Golden Horses of San Marco ".

I hope to receive your correct cheque, as a soon possible.

Your faithfully

Brian Davis
Brown Secretarial College
13 Avebury Lane, Inskip
LASCS PL4 2EB

Lancs. 23 rd March, 1997

Dear Mr. Spencer
Referring to your letter of 11th March, I am very happy to give Alison Bennett a reference for the job as secretary.

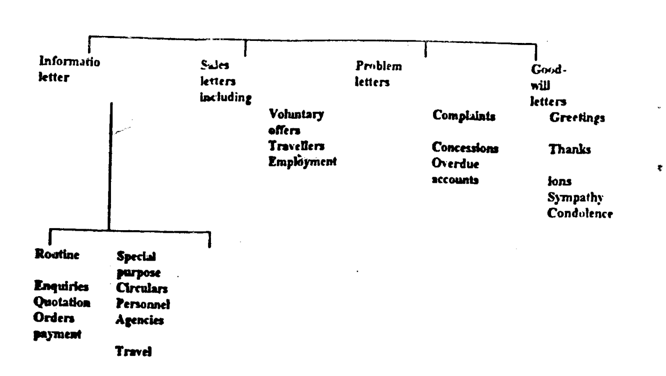
She is a quick typist, a good shorthand-writer, she is intelligent, very certainly recommend her for your job.

your sincerely

(Brian Davis)
principal

THE KINDS OF BUSINESS LETTER

Classification It is convenient to classify business letters according to tone and structure as follows :


Informatio letter
Sales letters including
Problem letters
Good-will letters
Voluntary offers
Travellers
Employment
Complaints
Concessions
Overdue accounts
Greetings
Thanks
ions
Sympathy
Condolence
Routine
Enquiries
Quotation
Orders
payment
Special purpose
Circulars
Personnel
Agencies
Travel

1- Information letters :

Information letters are letters aimed primarily at seeking or giving information. They include inquiries and replies; quotations, estimates, tenders and acknowledgments; and letters relating to accounts. Many of these letters are routine in the sense that they follow a familiar, and sometimes even an identical, pattern that constantly recurs. Another type of information letter is that concerned with matters requiring special investigation, or involving policy or adjustments to meet unusual circumstances. But whether routine or special, information letters are all alike in that they are free from any suggestion of the " reader resistance" associated with sales letters or with letters concerning complaints and concessions, for in all letters of these type there is an element of persuasion whereby one party tries to convert the other to his way of thinking.

It is a cardinal rule of all business letter-writing that the opening paragraph or paragraphs should establish rapport, a sympathetic relation as it were, with the reader. In information letters this relationship is best achieved by coming to the point at once, details and other supporting information being reserved for subsequent paragraph. To state at the outset what is required, or to give information that has been sought, is to show regard for the reader's time and convenience : he finds it helpful to know immediately what the letter is all about. Some examples of this direct approach will be found later.

2- Sales letters :

But with sales letters a different approach is called for since there is a natural resistance to letters aimed at persuading people to place an order or take some other suggested form of action. Somehow this resistance must be overcome. To begin a sales letter with a statement of its purpose or of the price at which goods or services are on offer has the effect of fanning reader resistance. We need to begin by thinking about the person to whom we are writing. A barrister studies his opponent's case just as sharply as he does his own client's; a football manager studies the tactics of the opposing team and analyses the individual qualities of its members. And so, in all sales letter-writing we must begin by studying our reader's interests and ask ourselves how he is likely to be affected by what we say. First and foremost our opening paragraph must establish rapport by arousing interest and so create a willingness, even a desire, to know more about what we are trying to sell. Then and only then can we enter into a profitable discussion of the goods or services we want our reader to buy.

Therefore, in letters where sales resistance presents itself, or is likely to do so, the opening paragraph must be given special care if the message that follows is to have a fair chance of at least begin read. The type of approach required is the persuasive.

3- Problem Letters :

Problem letters are letters in situations where the reader's interests are in some way in conflict with the writer's, as where complaints are made, concessions sought or payment of accounts is overdue. Like the sales letter, letters of this kind call for an indirect approach. If the letter is one conveying unwelcome news, refusing a request or disclaiming liability for a loss, the reader is sure to be disappointed and the way for his disappointment must be prepared by a suitable opening paragraph. Use of this type of approach is illustrated in the two letters on.

In face-to-face confrontations gestures, facial expressions and tone of voice all help to form the listener's impression, to influence his thinking and to condition his reaction. But the written word has no such linguistic aids and the reader is affected solely by the way in which words are used and by the tone adopted.

The tone of a letter must suit both the occasion and the purpose; if it does not, then the effect upon the reader may be very different from what the writer intended. Consequently, problem letters must be written with restraint and show a proper regard for the reader's point of view. In letters of this kind it help if we used passive rather than active verb construction (e.g. , She posted the letter); it is passive when the subject suffers the action (e.g. The letter was posted by her). Passive verbs are for the most part impersonal and so have a mellowing effect on what is said.

For example :

Active construction	Passive construction
You mad an error in calculating the discount.	An error was made (or there was an error) in calculating the discount.
You did not enclose the cheque with your letter.	The cheque was not enclosed with your letter.
You appear to have misunderstood our terms of payment.	Our tenns of payment appear to have been misunderstood.

4- Good-will letters :

Most business letters have two objectives . to promote a particular transaction and to build good will. Every business letter should be a good-will letter in the sense that it aim to create or relationship. But there are some letters written for the sole purpose of building good will. They include letters of thanks or appreciation to new customers for first orders, to existing customers for specially large orders or regular promptness in settling accounts. Also included are letters to employees for difficult jobs well done.

There is no obligation to write letters of this kind; their writers could dispatch the goods, issue receipts or accept the work done without any further acknowledgment and there end the matter. But to send voluntary expressions of gratitude or sympathy gives pleasure to those who receive them and makes for happy working relationships.

Good-will letters take a variety of forms and each has its own characteristics depending on the circumstances to which it applies. Besides letters expressing thanks or appreciation, there are letters of congratulation, letter of welcome, letters of condolence and of sympathy in times of illness or trouble. While they naturally differ in form these letters have one quality in common — they are written to show genuine interest in the reader. They can be as brief and simple as you wish, but they should express what you feel in

terms that are warm and sincere. Sincerity is indeed by far their most important quality.

A formal letter written because the writer feels it is expected of him and therefore must be sent does give the pleasure it should. Make sure, then, that your good will letters have an unmistakable ring of sincerity to them. This is much easier to do if you write at an early stage while you are feeling grateful and appreciative or sympathetic than if you leave it till the emotion has cooled. One can judge the success of the good-will letter by asking oneself " Does the letter sound sincere and is it the sort of letter I myself would be happy to receive?". One person cannot suggest to another the precise wording for letters of the kind discussed since the essence of sincerity is to express one's feeling in one's own way, but letter in this chapter you will find examples of good will letters that may help to point the way.

5 - Specimen Letters :

When making an enquiry begin by stating simply, clearly and concisely what it is you want. It helps your correspondent to know at once what your inquiry is all about. Say no more than needs to be said and then finish.

9 Avenue du Bijou,
01201 Ferney- Voltaire,
Paris,
France

World Wide Travel Ltd. , 1st February 199
14 Old Oxford Street,
England

Dear Sirs,

With reference to your advertisement in this month's issue of 'Visit Britain', I am interested in your Seven Day Coach and Rail tours. I should like to receive full details of these tours at your earliest convenience.

Your faithfully,

Simone Chradin (Miss)

Answer these questions in complete sentences

1. What is Miss Chardin replying to?
2. What is she interested in?
3. What would she like to receive?

Lions Club of Atlanta,
164 Main street,
Georgia 8966,
U. S. A.
World Wide Travel Ltd. ,
14 Old Oxford Street
England

Gentleman :

I have received your circular ' Holidays in Britain'. would you please send me full details of group tour rates as soon as possible.

Sincerely yours,
Edward j. Blareteky

Secretary, Travel Committee

Answer these questions in complete sentences

1 What has Mr Blavetsky received?
2. What does he want to receive?

6- Replies to inquiries

Mary is speaking on the telephone to Mr. Wilson. He is an American on holiday in Britain.

Mary : (on the phone) World Wide Travel. Good morning. can I help you?

Wilson : (on the phone) Oh, good morning. Er, yes, I've just seen your advertisement in 'Travel Magazine'. I'd like some information about your Historic Britain tours. Can you send it to me?

Mary : Of course, sir. I'll be pleased to send it to you. May I have your name and address?

Wilson : Wilson. Harry j. Wilson. Room 402. Thames side Hotel.

Mary : Thank you, Mr. Wilson. I'll post a brochure to you today.

Wilson : Many thanks.

Mary : And please don't hesitate to contact us if you need any more information

Wilson : Right. I won't.

Mary : I'll look forward to making a reservation for you, Mr. Wilson. Thank you for calling. Good-bye.

Wilson : Good-bye.

Answer these questions in complete sentences :

1 Why did Mr. Wilson telephone W.W.T.?
2 What will Mary send him?

3 Where is he staying?

4 Why do you suppose, is he interested in the historic Britain tours?

5 What does Mary hope she can do for him?

World wide Travel Ltd.
14 Old Oxford Street.
London Wi4X, England
Tel :0473281 Telegrams : WORTRAN
London Telex : Wt 9876

Mr. T. Suzuki, our ref. : TS/SD
2-2 Kanda Jimbocho,
Chiyoda - Ku,
Tokyo 101,
Japan 12 th February 199-

Dear Mr. Suzuki,

Thank you for you letter of 4th February, inquiring about our Historic Britain tours. We have pleasure in sending you our illustrated brochure and price list.

We hope you will find it of interest, and look forward to making your travel arrangements.

Yours sincerely,

T. Standish
Sales Manager
Enc. 1

Answer these questions in complete SENTENCES :

1 What did Mr. Suzuki inquire about?
2 What did W.W.T. send him?
3 What are W.W.T. looking forward to?

7 - Reminder letters

She is working at her desk when the phone rings. She answers it.

SUE . Good morning. World Wide Travel. Can I help you?

Operator : Overseas telegrams here. I have a telegram for you. Will you take it down?

SUE : Yes. Go ahead, please.

Operator : (dictating) Wortrav London. Message begins. PLEASE SEND HOLIDAYS BRITAIN BROCHURE REQUESTED MY LETTER 1/2. It's signed BLAVETSKY. Have you got that?

SUE : Yes. Thank you.

Operator : Do you want a confirmation copy?

SUE : Yes, please.

Sue puts down the phone and goes to the filing cabinet. She takes out the correspondence, between W.W.T. and Mr. Blavetsky. Then she types out the telegram on a piece of paper and takes it, and the correspondence, into Tom Standish. She hands him the telegram

SUE : This just came in. Mr. Blavetsky wrote in the first and asked us to send him the 'Holidays in Britain' brochure

TOM : Then why haven't we sent him one yet?

SUE : But we have (She hands him a copy of his letter) You replied to his letter on the twelfth. I'm surprised that he hasn't received it yet

TOM Mmm What did I say in reply to his letter? (he

reads Blavetsky's letter and his own.) Ah, he was interested in our group rates. Send him a telegram, Sue. And please do it now. Say : Re your letter 1/2 and telegram brochure sent 12/2 stop Another sent today.

Answer these questions in complete sentences : :

1. Who phoned W.W.T.?
2. What did she dictate?
3. What will she send?
4. Where did Sue find the correspondence between W.W.T. and Mr. Blavetsky?
5. What did Tom tell Sue to do?

20th February 199-

Dear Sirs,

I am surprised that I have not received a reply to my inquiry of 1st February, which I wrote in response to your advertisement in 'visit Britain'. Kindly send me the information which I requested by return of post.

Your faithfully,
Simone Chardin (Miss)

Answer these questions in complete sentences :
1 Why is Miss Chardin surprised?
2 What was her inquiry in response to?

3. How soon does she want a reply?

Av. pte. Roque Saenz pena,
917 - 70 "R",
Buenos Aires,

World Wide Travel Ltd. 19th February 199-

Gentlemen :
I have not yet received your brochure and price list for your advertised 'Holiday in Britain I requested in my letter of 3rd February.
I look forward to hearing from you in the immediate future.

Sincerely yours,
Virgil Contziu

Answer these questions in complete sentences : :

1. What did Mr. Contziu request on 3rd February?
2. Why has he written again?
3. What does he want W.W.T. to do?

8 - Apologies

Many people have complained to W.W.T. because they have not received replies to their letters of inquiry. Tom Standish is not pleased with the situation. He is discussing it with Sue.

Tom :	Look at all these letters, Sue. Not one of them has received a reply.
Sue :	Yes, I know. I'm terribly sorry I haven't replied to them yet.
Tom :	It's not good enough, Sue. We spend a lot of money advertising for new customers, and then we don't answer their letters
Sue :	But that's the whole trouble. We've had so many inquiries that I haven't been able to cope with them all.
Tom :	You've got Mary to help you. Use her!
Sue :	But, Mary hasn't been able to help much with the letters because she's been so busy on the phone.
Tom :	What? All day?
Sue	Well most of it. And anyway, we ran out of brochures. New supplies only came in from the printer this morning.
Tom	Can you send them out today?
Sue	I hope so. I'll do may best.
Tom	Good And send a letter of apology with them, will you, please?
Sue	To everyone?
Tom	To everyone who's been kept waiting.

Answer these questions in complete sentences

1. Why wasn't Tom pleased with the situation?
2. Why was Sue sorry?
3. Why hasn't Mary been able to help Sue with the letters?
4. What else delayed the replies to the inquiries?
5. What does Sue hope she can do?

our ref. : TS/SD 26th February 199-

Dear Mr. Au,

Thank you for your letter of 18th February. We greatly regard the delay in sending you a copy of our brochure. We received so many replies to our advertisement that we quickly ran out of stock of the brochure. We have been waiting for new supplies to arrive from the printer. These have now been delivered and we have pleasure in sending you a copy of the brochure.

Yours sincerely,
pp. T. Standish
Sales Manager

Answer these questions in complete sentences :

1. When did Mr. Au write to W W.T ?
2. Why was there a delay in sending him a brochure?
3 Why can W.W T send him one now?

Mr. Edward Hope,
1 David Street, our ref. : TS/SD
Coromandel Valley,
S. Australia 5051 1st March 199

Dear Mr. Hope,

On 7th February we had the pleasure of sending you details of our Seven Day Coach and Rail tours. We hope that you have found them of interest and look forward to receiving your instructions.

We should like to advise you to book early on these tours as places are limited.

Yours Sincerely,
S. Downing
pp. T. Standish
Sales Manager

Answer these questions in complete SENTENCES :

1. When did W.W.T. first write to Mr. Hope?
2. What did they send him then?
3. Why are they writing to him again now?

Ms Hilary Sargent, our ref. : TS/SD

c/o Y.W.C.A.,
Bayswater Road,
London NI 5JJ

1s' Iarch 199

Dear Ms Sargent,

We hope that by now you have received your copy of our 'Historic Britain' brochure, and that you have had an opportunity to study it.

If any of our tours are of interest to you, may we suggest that you make early reservations? please on each tour are limited, and we should not like you to be disappointed.

Yours sincerely,
S. Downing
pp. T. Standish
Sales Manager

Answer these questions in complete sentences : :

1. What did W.W.T. send to Mrs Sargent?
2. What do they suggest that she should do?
3. Why are early reservations advisable?

10 - Making Reservations

11th March 199

Dear Sirs,

With reference to your holidays in Britain tours, would you please reserve places on the June 9th - 18th tour to Edinburgh for myself and M. and Mme A. Chardin.

I enclose my deposit of £20 and look forward to receiving your receipt and confirmation of the reservations.

Yours faithfully,
Simone Chardin

Answer these questions in complete SENTENCES :

1. Where did Miss Chardin want to go?
2. Who would accompany her on the tour?
3. What did she expect to receive?

11- Confirming Reservations

our ref. : TS/SD/MJ　　　　　　　　17th March 199

Dear Mr. Suzuk

Thank you for your letter of 8th March 199 , requesting reservations in the name of Mr. T. Suzuki on our Shakespeare tour from 6th May - 13th May. We are now able to confirm that these reservations have been made.

We enclose our receipt for your deposit of ξ25. We look forward to receiving balance due of ξ96.50. on receipt of this balance we will forward your tickets.

Yours sincerely,
M. Jones
pp. T. Standish
Sales Manager

Answer these questions in complete sentences : :

1. What reservations have been made for Mr. Suzuzki?
2. What did W.W.T. enclose with their letter?
3. When Will W.W.T. issue the tickets?

12 - Complaints

You are T.Baker, Manager of Modern Fashion
115-70 Beirut, Lebanon.

Write a letter to G.Brook, Manager of Canterbury Fur Exhibition, 20 Chaucer Avenue, Canterbury U.K., complaining that you placed an order for 50 large size white fur coats but you received instead 50 small size black fur coats.

Modern Fashion Center
Bustani Street
P.O. Box 115-70
Beirut, Lebanon

Mr. G. Brooke, Manager 22nd March 1996
Canterbury Fur Exhibition
20 Chaucer Avenue
Canterbury, UK

Dear Mr. Brooke,

With reference to your letter of 10th March, I regret to inform you that you have supplied the wrong order. I ordered 50 large size white fur coats, not 50 small size black fur coats. I shall be grateful if you will correct this error and confirm that the right order (title) will be supplied soon/by 31st March.

OR

I have received your letter of 10th March and am concerned to learn that you have placed the wrong order. You have sent 50 small size black fur coats, but I asked for (requested) 50 large size white coats. Kindly arrange to send the correct order, and let us have your confirmation by return.

Yours sincerely,

Signature
Y. Baker
Manager

(Reply to the Former Letter)

Canterbury For Exhibition
20 Chaucer Avenue
Canterbury, UK

30 March 1997

Mr. T. Baker, Manager
Modern Fashion Center
Bustani Street
P.O Box 115-70
Beirut, Lebanon

Dear Mr. Baker,

Thank you for your letter of 22nd March pointing out that we have sent the wrong order. We are sorry that you have been wrongly supplied 50 small size black fur coats instead of 50 large size white fur coats. We have now rectified the error and confirm that the right title will be supplied soon.

We apologize for causing you this inconvenience.

OR

We are grateful to you for pointing out the error in your letter of 22nd March. As you say, it should have been 50 large white fur coats instead of 50 small size black fur coats. We deeply regret the error, and now we enclose the correct order.

Please accept our apologies for causing you this inconvenience.

Yours sincerely,
Signature

Y. Baker
Manager

Complaints

25th March 199

Dear Sirs,

I have received your letter of 17th March and am concerned to learn that you have made reservations on the wrong tour. You have looked us on the Stratford tour, but I asked for bookings on the Edinburgh tour. Kindly make the correct bookings and let me have your confirmation by return.

Your faithfully,
Simone Chardin

Answer these questions in complete SENTENCES

1. Why is Ms Chardin concerned?
2. What tour did she request reservations on?
3. What does she want W W T to let her have?

27th March 199

Dear Sir,

With reference to your letter Of 17th March, I regret to inform you that you have made reservations for my wife and me on the wrong date. You have made reservations from May 6th - May 13th.

I shall be grateful if you will correct the error and confirm by return.

Yours faithfully,
T. Suzuki

Answer these questions in complete SENTENCES :

1. Why has Mr. Suzuki written to W.W.T.?
2. When have they made reservations for him?
3. What does he want W.W.T to do?

13 - Correction of Errors :

Sue has told Mary about all the complaints and about her talk with Tom. Mary, of course, is very unhappy about what she has done.

Mary : I'm terribly sorry that I made all those mistakes, Sue. Is Tom very angry?

Sue : Well, he's not exactly pleased! As I told you, he's worried that we might lose the Lions Club account.

Mary : Shall I go apologize to him?

Sue : Why not? It won't do any harm. (Mary goes into Tom's office.)

Mary : I'm sorry to disturb you, Tom, But I wanted to apologize for all my mistakes.

Tom : It's a bit late, Mary. They've caused a lot of inconvenience, you know.

Mary : Yes, I know they have. I'm really very sorry about them.

Tom : Yes, well, never mind. We've rectified the errors and apologized to everyone. But you must be more careful in future, Mary. You must keep your mind on your job and pay attention to detail.

Mary : Yes.

Tom : And as I told Sue, I'm very worried about losing the Lions Club account. Americans are very efficient, you know. They don't like doing business with companies that make silly mistakes. Anyway, let's forget about it. I'm sure you'll do better future.

Mary : I'll try, Tom. And I'm grateful to you for giving me another chance.

Tom : Oh, that's all right We all make mistakes The

important thing is not to make them too often. Thank you for your apology.

Mary : Thank you for being so understanding.

A

True or false? Correct the false statements.

1. Tom wasn't angry with Mary.
2. He was worried about the Lions Club account.
3. Mary apologized to Tom for her mistakes.
4. Tom told to rectify the errors and apologize to the customers.
5. Tom wanted Mary to go and work for an American company.
6. Mary was grateful to Tom.

B

Answer these questions in complete sentences : :

1. Why was Mary sorry?
2. Why was Tom worried?
3. Why did Mary go into Tom's office?
4. What did Tom give Mary?
5. What must Mary do in future?

our ref. : TS/SD 2nd April 199

Dear Ms Chardin,

We are sorry that you have been wrongly booked on the Stratford tour. We have now rectified this error and confirm that you are booked on the Edinburgh tour from 9th - 18th June.

We apologize for causing you this inconvenience.

Your sincerely,
T. Standish
Sales Manger

Answer these questions in complete sentences : :

1. Why is W.W.T. sorry?
2. What action has W.W.T. taken?
3. Why has W.W.T. apologized?

our ref. : TS/SD   2nd April 199

Dear Mr Suzuki.

Thank you for your letter of 27th March pointing out that we have made a mistake in the date of your booking on our Border tour. We deeply regret this clerical error. It has now been corrected and we confirm that you are booked from 6th - 13th June.

We apologize for causing you this inconvenience.

Your sincerely,
T. Standish

Sales Manager

Answer these questions in complete sentences : :

1. What mistake has W.W.T. made?
2. What kind of error is it?
3. What action has W.W.T. taken?

14 - Inquiries

National Plastics Ltd. is a manufacturing company. It manufactures a wide range of goods made from plastics. Diana Jenkins' secretary She is taking the morning's mail into Diana's office

Diana :	Ah, come in, Helen.
Helen :	There's a lot of mail this morning.
Diana :	I'm not surprised. I understand from John that there were a lot of people at our stand at the International Travel Exhibition.
Helen :	Yes, so he told me. And some of them were particularly interested in purchasing our rang of travel goods. They've written in for more information.
Diana :	Splendid. Can you deal with the inquiries?
Helen :	Most of them. I can send details of discounts and terms of payment. But some of them would like to know if we can send them samples.
Diana :	Mmm. What's their volume of business?
Helen :	They don't really say.
Diana :	Then I'll write to them and find out more about them. We can't send samples to everyone who asks for them.
Helen :	One or two of them would appreciate a visit from John.
Diana :	Good. Pass those letter on to him. He can contact them himself.

True or false? Correct the false statements :

1. National Plastics Ltd. manufactures travel goods.
2. Diana and Helen are at the International Travel Exhibition.
3. Helen can deal with all the inquiries.
4. National Plastics will supply everyone with samples.
5. Helen will write to the people who John will visit.

Answer these questions in complete sentences :

1. Where did National Plastics exhibit some of its goods?
2. Why was there a lot of mail?
3. What will Helen send to the people who wrote letters of inquiry?
4. Why won't Diana send samples to everyone?
5. Why will Helen pass on some of the letters to John Williams?

Asia Travel Ltd.

14 Patpong Road,
Bangkok, Thailand.

Tel 910849

Cables : Astray Bangkok

The Sales Manager,
Travel Goods Division,
National Plastics Ltd.,
71 Tenth Avenue,
Harlow,
Essex,
England

our ref. : TS/BB/1

Dear Sir,

We understand from the British Embassy here that you are a leading manufacturer of plastic travel goods. We are interested in purchasing a quantity of overnight bags and travel document wallets.

Will you please send us your catalogue, with full details of you export prices. We should appreciate any samples that you can let us have.

We look forward to having your early reply.

your faithfully,
T. Sukwiwat
Manager

Answer these questions in complete sentences :

1. Who told Asia Travel Ltd. about National Plastics Ltd. ?
2. What is Asia Travel interested in purchasing?
3. What should National Plastics send Asia Travel?

15 - Replies to inquiries

Diana Jenkins dictated her replies to Helen, who has typed them out.

Helen : I've typed all your letters, Diana.
Diana : You have! Splendid.
Helen : I wonder if you'd like to sign them now before you go off to Lunch.
Diana : Of course. I'll be delighted to sign them. Well done, Helen. You really are very efficient.
Helen : Thank you. And would you be interested in buying a ticket for the staff raffle?
Diana : Ah ha! I know you were up to something. So that's why you typed my letters so promptly!
Helen : I'm sure you'll be excited by the prizes. There are some supper ones. Would you be interested in a cassette recorder, for example? Or a Polaroid camera?
Diana : I would indeed. All right, I'll buy a couple. How much are they?
Helen : 2 pounds each
Diana : Then I'll just buy one.

A

True or false? Correct the false statements :

1. Helen has dictated some letters.
2. Diana will be delighted to have lunch with Helen.
3. Helen is an efficient secretary.
4. Helen wants Diana to buy a ticket for the staff raffle.

5. Diana has won a cassette recorder.
6. Diana thinks the raffle tickets are cheap.

B

Answer these questions in complete sentences : :

1. What has Helen typed?
2. What does she want Diana to do before she goes off to lunch?
3. Why did she type the letters so promptly.
4. What are two of the prizes in the raffle?
5. In what way does Diana change her mind? Why?

National Plastics Limited
Travel Goods Division, 71 Tenth Avenue, Harlow, Essex, England
Tel : Harlow 9878643 Telex : TG 8997

The Manager, our ref. : TG/DJ/HP
Asia Travel Ltd. 21st June 199

Dear Sir,

Thank you for your letter of 14th June, inquiring about our rang of plastic travel goods. We have pleasure in sending you our latest catalogue and export price list. All prices quoted are f.o.b. London. Payment is by banker's draft against documents.

We have dispatched to you, under separate cover, samples of our document wallets. The overnight bags are made of the same quality plastic. The cost of overprinting the name of your company on the wallets or bags is included in the price of each article. The minimum order of any article is 200 pieces.

We feel sure that you will be impressed by our samples, and look forward to supplying your requirements.

Yours faithfully,
D. Jenkins
Sales Manager
Travel Goods Division

Answer these questions in complete sentences :

1. What did National Plastics send to Asia Travel Ltd. ?

2. How should Asia Travel Ltd. pay for their orders?
3. What is included in the price of the articles?

National Plastics Limited
Travel Goods Division, 71 Tenth Avenue, Harlow, Essex, England
Tel : Harlow 9878643 Telex : TG 8997

Edwin Simpkins, Esq.,
Luggage Department,
Bargain Stores Ltd.

our ref. TG/DJ/HP
21st June 199

Dear Mr. Simpkins,

Thank you for your interest in our rang of lightweight luggage. We have passed on your inquiry to our west of England representative, Mr. John Williams, and anticipate that he will contact you shortly.

In the meantime, we are sending you a copy of our illustrated catalogue and price list. We can supply most items from stock.

You may find it convenient to take advantage of our monthly terms. If so, we shall be grateful if you will provide us with banker's and trade references.

We look forward to begin of service to you.

Your sincerely,
D. Jenkins
Sales Manager
Travel Goods Division

Answer these questions in complete SENTENCES :

1. Who will contact Mr. Simpkins?

2. What must Bargain Stores do if they wish to pay monthly?
3. How can most items be supplied?

Helen is going through the morning post with Diana Jenkins.

Helen : There are quite a lot of orders this morning.
Diana : Good. We need them. Business has been very slack this month.
Helen : Do you want go through them all or shall I send them down to Invoicing?
Diana : Is there anything that needs special attention?
Helen : There's one from Asia Travel. The order is subject to dispatch within 60 days.
Diana : That shouldn't create any problems. The stock situation is good.
Helen : They want both the wallets and the bags overprinted.
Diana : Ah, then I'd better deal with that. I'll speak to the people in Production about the order so that there won't be any delays. Anything else?
Helen : Bargain Stores have placed a large order. Are we prepared to supply them on credit?
Diana : Have they provided references?
Helen : Yes. Two.
Diana : Then hold that order until Accounts have checked them out.
Helen : Right. That's all. The orders are all routine

A

True or false? Correct the false statements :

1. National Plastics has more order than it can cope with.

2. None of the orders needs special attention.
3. Diana is worried about the stock situation.

B

Answer these questions in complete sentences : :

1. Why is Diana pleased with the morning post?
2. What is 'special' about the Asia Travel order?
3. What will Diana talk to production about?
4. Why won't Diana supply Bargain Stores immediately?
5. Why doesn't she look at all the orders?

National Plastics Limited

our ref. : TS/BB/2 7th July 199

Dear Madam,

Thank you for your prompt reply to our inquiry of 14th June. We have studied your catalogue and samples and are prepared to place an initial order as follows :

400 overnight bags Cat. Ref. 643 Blue
800 document wallets Cat. Ref. 942 Blue

Both bags and wallets should be overprinted with the words "Asia Travel Ltd.' in gold in the style of your sample. (Cat. Ref. 545)

This order is subject to dispatch begin within 60 days of today's date.

Government regulations require us to obtain an import license for plastic articles. All goods imported against license must be paid for in advance by irrevocable letter of credit. We look forward, therefore, to receiving your proforma invoice as soon as possible in order that we may attend to the formalities.

Yours faithfully,
T. Sukwiwat
Manager

Answer these questions in complete sentences : :

1. What have Asia Travel ordered?
2. How do they want the goods overprinted?
3. How will they pay for the goods?

17 - Establishing Credit

Edward Biggin is the credit controller for International Plastics Ltd.. He is responsible for making sure that only reliable customers are supplied on credit and that they pay their bills on time. Diana is talking to him about a customer who wishes to be supplied on credit.

Diana : I've had a letter from Europe Agencies in Paris. They want to place regular order in future and it will be more convenient for them if they can pay monthly.

Edward : Do we know anything about them?

Diana : Not much. They've placed occasional order during the past year, but they've always paid cash up to now.

Edward : What amount is likely to be involved?

Diana : They don't say, but not much more than a thousand at any one time, I shouldn't think.

Edward : It's a pretty small account.

Diana : Yes, but it's worth having. I'd be grateful if you'd find out whether they are a good risk for that amount.

Edward : All right. Have they provided references?

Diana : Yes. They've given the Paris branch of the Chase Manhattan Bank and Wilcox & Brown of Burnley as their references.

Edward : I'll write off today and let you know as soon as I get a reply. But I'd prefer it, Diana, if we could restrict credit terms to our major customers.

Diana : Sometimes, Edward, small customers become very big ones. I don't want to risk losing sales.

A

True or false? Correct the false statements

1. Europe Agencies want to increase their business with National Plastics.
2. Europe Agencies are a good credit risk
3. Europe Agencies are one of National Plastics biggest accounts.
4. Europe Agencies have provided two credit references.
5. Edward doesn't want every customer to be supplied on credit.
6. Diana is not interested in small customers.

B

Answer these questions in complete sentences :

1. Why do Europe Agencies want to buy on credit in future?
2. What kind of orders have they places during the past year?
3. What is the value of their monthly business likely to be?
4. What does Diana want Edward to find out?
5. Why doesn't Diana want to restrict credit facilities to major customers?

Europe Agencies Place dela Vendome 114, Paris

National Plastics Ltd.
our ref. : Act/PC/21

16th August 199

Dear Sirs,

During the past year we have made occasional purchases from your company, but we should now like to place regular orders. In the past we have dealt with you on a cash basis, but it will be more convenient for us if future orders can be supplied on monthly terms. We shall be grateful, therefore, if you will extend credit facilities to us, and we can offer as references our bankers, the Chase Manhattan Bank, Paris Branch, and Messrs. Wilcox & Brown Ltd. of Burnley, with whom we have had business dealings for many years.

We look forward to receiving your favorable reply.

Yours faithfully,
Paul Camus
Accountant

Answer these questions in complete sentences :

1. What kind of orders do Europe Agencies want to place in the future?
2. On what terms do they want to be supplied?
3. What have they provided National Plastics with?

18 - Acceptance of Orders

National plastics Ltd. have received a number of orders from customers who want to be supplied on credit. These customers' credit references have been checked and National Plastics are now prepared to accept the orders, although they are not prepared to supply all the customers on credit Diana Jenkins, the sales manager, is talking to Linda Simpson, the senior invoicing clerk, and handing her some correspondence.

Diana : These orders have to be invoiced, Linda. Will you see to them, please?

Linda : Yes, of course. I see that they have asked for credit. Has Mr. Biggin checked their references?

Diana : Yes. I'm glad to say we'll be able to extend normal credit terms to Europa Agencies and Continental Airlines.

Linda : And what about Malaysian Travel Services?

Diana : No. Mr. Biggin thinks we should be careful about them, so we can't be able to help them at the moment.

Linda : I see that Continental Airlines want dispatch within 15 days. Can we guarantee that?

Diana : Yes. Unless there are circumstances beyond our control, such as strikes or shipping delays.

Linda : Right. Should I send a covering letter with the proforma invoice to Malaysian Travel Services?

Diana : Yes. Will you be able to get the invoices down to the warehouse today, do you think?

Linda : Yes, I'll do them this morning. Is there anything else?

Diana : No, that's all for the moment.

A

True or false? Correct the false statements.

1 National Plastics Ltd will extend normal credit terms to all their customers.
2. Malaysian Travel Services might not be a good credit risk.
3. Linda will invoice all the orders.
4. She will send a proforma invoice to all customers.
5. National Plastics are not able to guarantee dispatch of Continental Airlines' order within fifteen days.
6. Linda will send the invoices to the warehouse without delay.

B

Answer these questions in complete sentences :

1. What did Diana want Linda to do with the orders?
2. To which customers are National Plastics able to extend normal credit terms?
3. Why won't Diana extend credit to Malaysian Travel Services?
4. What circumstances could prevent despatch of the Continental Airlines' order within fifteen days?
5. Why will Linda send a covering letter to Malaysian Travel Services?

National Plastics Limited
Travel Goods Division. 71 Tenth Avenue, Harlow, Essex, England
Tel Harlow 9878643 Telex TG 8997

Malaysian Travel Services Sdn Bhd

our ref : TG/DJ/LS
7th September 199

Dear Sirs,

Thank you for your order, reference AR/JR/3 dated 28th August. We regret that at this time we are unable to extend to you credit facilities. Accordingly, we are enclosing our proforma invoice for the items listed in your order. Payment should be made against this invoice by banker's draft.

On receipt of your payment, the goods will be dispatched to you within a few days, subject to availability of stock.

Yours faithfully,
h. Sinpson
pp. Sales Manager

Answer these questions in complete sentences :

1. What are National Plastics unable to do?
2. How should Malaysian Travel Services order be dispatched?

19- Complaints

Eight weeks ago, National Plastics changed their employment policy in their warehouse. Since then they have received many letters of complaint from customers, including one from Bargain Stores and a telex from Asia Travel which was followed by a letter. In the following conversation, Diana Jenkins, the sales manager, is talking to Jack White, the warehouse manager.

Diana : Just look at this list of discrepancies in the Bargain Stores order. It's incredible that anyone could make so many mistakes.

Jack : I know, Diana. But, you see the staff just don't care. we've had this problem since we changed to temporary staff in the warehouse.

Diana : And what about this telex from Asia Travel? It's eight weeks since we received their letter of credit and their order still hasn't been dispatched.

Jack : We'll have to introduce a new system—or go back to the old one!

Diana : Is it possible that some of your people are deliberately making these mistakes?

Jack . Oh no. It's just carelessness.

Diana . Well, it can't go on, Jack. Since we changed the warehouse employment policy we've lost over 50 customers.

Jack I suggest you take the matter up with the boss. It was his idea "Employ the minimum number of payment staff and take on temporaries for the busy period." That was his policy.

Diana : Well, it's been a disaster.

A

True or false? Correct the false statements.

1. The employment policy in the warehouse has not been a success.
2. Jack White is responsible for this new policy.
3. The warehouse has been employing temporary staff for the past eight weeks.
4. Some of the temporary staff have been deliberately making mistakes.
5. National Plastics has not lost many customers as a result of their employment policy in the warehouse.
6. Diana Jenkins does not agree with his new employment policy.

B

Answer these questions in complete sentences :

1. What does Diana think is incredible?
2. What has been a disaster?
3. Why have so many errors been made in the warehouse?
4. What must Diana do to get the employment policy changed?
5. Give an example of a mistake made be the warehouse staff.

Bargain Stores Ltd.
18 High Street,
Exeter, Devon
Tel. 897867

LD/ES/JJ
1st October 199

Dear Ms Jenkins,

It is with great regret that I have to inform you that on checking the goods supplied against your invoice 198765, dated 21st September, we have discovered many discrepancies. Goods have been invoiced but not supplied; goods have been invoiced and supplied that were not ordered; and some goods have been supplied but not invoiced. The attached sheet details the discrepancies.

We are returning to you, carriage forward, all the goods not ordered, and hope to received your amended invoice in due course. The order for goods not yet supplied should be canceled.

We are most disappointed in the quality of your service.

Yours faithfully,
Edwin Simpkins
Senior Buyer
Luggage Department

Answer these questions in complete sentences :

1. What does the senior buyer of Bargain Stores regret?
2. What has he returned?
3. What does he want to receive?
4. What must N.P. do about the goods not yet supplied?

20 - Replies to Complaints

Helen Parsons usually deals with the routine correspondence on her own. She replies to routine letters and then takes them into Diana Jenkins for her signature. Sometimes she even sings them on Diana's behalf. However, Helen is an ambitious girl and she wants more responsibility. She is confident that she can do more than just routine work.

Helen : I'll reply to these complaints, shall I?

Diana : Er, no. I think I ought to deal with those complaints myself because of their seriousness.

Helen : I'm quite capable of seeing to them, Diana.

Diana : I'm not suggesting that you aren't, Helen. It's just that ...

Helen : I can assure you that I know exactly what to say.

Diana : They're not just routine complaints, Helen, they're ...

Helen : That's the whole point! You only give me routine work to do.

Diana : I'm sorry. But there are some letters I ought to do myself.

Helen : But why? If I can do them just as well. Look, why don't I prepare a rough draft for you to see?

Diana : Oh, very well. When can you do them?

Helen : I may be able to do them before lunch. You won't regret your decision to give me more responsibility, Diana.

Diana : No? If I give you too much responsibility I shall be out of a job!

A

True or false? Correct the false statements

1. Helen has too much responsibility.
2. Diana doesn't think Helen is capable of dealing with the complaints.
3. Not all correspondence is routine.
4. Helen must show Diana all the letters before she sends them out.
5. She will not be able to prepare the drafts before lunch.

B

Answer these questions in complete sentences :

1. Why does Helen want more responsibility?
2. Why did Diana want to reply to the complaints herself?
3. What is Helen's complaint?
4. What does she suggest?
5. Why, do you think, hasn't Diana given Helen more responsibility before?

National Plastics Limited

Tel : Harlow 9878643 Telex : TG 8997

Asia Travel Ltd. 1st October 199

our ref. : TG/DJ/HP

Dear Mr. Sukwiwat,

Thank you for your letter of 25th September 199- . We are most concerned to learn that you have not received your order (our reference PF/AT/1).

A through check of our records has revealed that owing to a clerical error your order was misdirected, together with the related documents, to Dar-Es- Salaam. We are, of course, attempting to recover the shipment, but appreciate that you cannot be expected to await its recovery. If you will accept a replacement shipment we can put it in hand immediately on receipt of your instructions. You should be able to take delivery by early January.

We deeply regret our error and any inconvenience caused, and we hope that it will be possible for you to accept a replacement shipment.
If not, we shall, of course, return your payment without delay.

Yours sincerely,
D. Jenkins
Sales Manager

Answer these questions in complete sentences

1. Why is National Plastics concerned?
2. Why hasn't Asia Travel received its order?
3. What hasn't National Plastics offered to do?

21- Correspondence relating to shipping

Helen parsons wants to again experience in all aspects of business and commerce, so she asked for a transfer from the sales department to the purchasing department. She now works for Tom Gooding, who is the purchasing manager.

Tom : I'm afraid you'll find most of the correspondence in this department very routine, Helen.

Helen : That doesn't matter. It will all be new to me.

Tom : Yes, well, most of it is concerned with shipping. Nearly all our raw materials are imported from the U.S.A. and most of the components we use are manufactured overseas.

Helen : What sort of components?

Tom : Well, take the luggage department, for example. They manufacture the plastic fabric from imported raw materials. And the locks are all made in Hong Kong and Taiwan.

Helen : How does the purchasing system work?

Tom : Each of the manufacturing departments has a stores manager. He indents to this department for what he needs and then it's my job to arrange for the requirements to be ordered and supplied.

Helen : But why doesn't each department order direct from the supplier.

Tom : Because several different departments may need the same things.

Helen : I see! the luggage department, which makes cases and bags, might need the same kind of locks as the fancy goods department.

Tom : Exactly. And to enable us to buy materials at the lowest possible price, we buy everything in bulk That way we benefit from economy of scale.

A

True or false? Correct the false statements

1. Helen now works in the purchasing department.
2. National Plastics imports all its products.
3. Tom Gooding decides which raw materials and components to import.
4. Tom arranges the supply of raw materials and components.
5. It is often cheaper to place one large order than several smaller ones.

B

Answer these questions in complete sentences :

1. Why has Helen asked to be transferred to the purchasing department?
2. Why will she find her new job interesting at first?
3. What does National Plastics import from overseas?
4. Who decides what raw materials and components are needed?
5. Why does National Plastics prefer to buy in bulk?

Hong Kong Magic Lock Company Ltd.,
7th Floor, Block A,
Kwung Tong Industrial Estate,
Kwung Tong, Kowloon,
Hong Kong

Cables : Lokco Tel : 3-618171

The Manager.
Purchasing Department,
National Plastics Ltd.

our ref. : MZC/PL
1st November 199

Dear Sir,

Further to your order of 14th September, reference 097856, for 50.000 one matre, brown Magic locks (cat. No. 768) we are pleased to inform you that the goods have now beep dispatched in accordance with your instructions.

They have been packed in wooden cases, secured with metal bands, marked N.P.L. London. They are begin shipped on board M.V. oriental, which sailed from Hong Kong on 30th October, and which is due to arrive at Liverpool on 29th November.

A complete set of BS/L, together with the Commercial Invoice and Insurance certificate in triplicate have been sent to the Chartered Bank, Hong Kong, with our draft for $10,000.00 in accordance with the L/C opened with them. This sum has been paid by the bank.
We hope hear from you in due course that the goods have reached you safely.

Your faithfully,
P.Li
Manager

Answer these questions in complete sentences :

1. What had National Plastics ordered?
2. How have the goods been packed?
3. When are they begin shipped?
4. What documents relate to the shipment?

22 - Reporting Errors

National Plastics has taken delivery of the five cases of Magic locks. The cases have been unpacked in the warehouse and the contents checked against the order form and invoice. Unfortunately a deficiency has been discovered. Helen Parsons is discussing it with Tom Gooding, the purchasing manager.

Helen : The store-keeper has checked the consignment of Magic locks.

Tom · Ah, good. Is everything in order?

Helen : No. Tere seems to be a deficiency. They've only supplied 49,000 pieces instead of 50,000.

Tom : There are always errors in consignments from Magic Lock Ltd. I sometimes think they can't count.

Helen : Perhaps they do it deliberately.

Tom : In the last consignment there were only 98,000 instead of 100,000.

Helen : Shall I write to them?

Tom : Yes. We can't let them get away with it. Tell them to send us either a bank draft to cover the deficiency or a credit note.

Helen : Don't you want the other 1,000 pieces?

Tom : No, it's only two percent of the total order. We can manage without them.

A

True or false? Correct the false statements :

1. Helen has checked the consignment of locks

2. The consignment was not in order

3. Magic Lock Ltd. often make mistakes

4. The number of locks missing is too small to complain about.

5. Magic Lock must rectify the deficiency by sending 1,000 locks by airmail.

6. National Plastics can manage with 49,000 locks.

B

Answer these questions in complete sentences.

1. Where was the deficiency discovered?

2. What mistake has Magic Lock Ltd.?

3. How reliable is Magic Lock Ltd.?

4. What doesn't Tom want Magic Lock 'to get away with'?

5. Why doesn't Tom want the order 1,000 locks?

National Plastics Limited

Travel Goods Division, 71 Tenth Avenue, Harlow, Essex, England
Tel Harlow 9878643 Telex : TG 8997

Hong Konk Magic Lock Co. Ltd. 14th December 199

Dear Sirs,

We are pleased to inform you that we have now taken delivery of five cases, one matre, brown Magic lock, as per our order 097856 of 14th September, and found the goods to be in satisfactory condition.

However, our order was for 50,000 pieces, and you have charged us and we have paid for 50,000 pieces, but on checking the contents of the cases, we are able to find only 49,000 pieces. There seems to be a shortage of 1,000 pieces.

We shall be grateful if you will either send us a bank draft to cover the value of the deficiency, or issue a credit not in our favor.

We regret that there appears to be a lack of supervision in your packing department. This is the fifth time we have had to report deficiencies to you.

Your faithfully,
T. Gooding
purchasing Manager

Answer these questions in complete sentences :

1. What has been delivered to National Plastics?
2. In what condition were the goods?
3. What deficiency has National Plastics discovered?
4. What action do they want Magic Lock Co. Ltd. to take?
5. Why is National Plastics particularly concerned about the deficiency?

23 - Applying for a position

Helen has decided to leave National Plastics Ltd. She has gained experience in every department, and now feel that she would like to work for a smaller firm in which she could hold a more senior position. Accordingly she is replying to an advertisement in the Daily Gazette. The Managing Director of Anglo-Asian Agencies Ltd. requires an executive secretary who has the necessary experience to run the company for him when he is abroad on business trips. He is offering a very high salary. Helen wrote as follows :

A

17 Wallace Drive
Finchley Park

London, NW3 H7D

1st February 199

The Managing Director,
Anglo-Asian Agencies Ltd.,
708 - 710 Commercial Towers,
New Oxford Street,
London, WIX 2LR

Dear Sir,

With reference to your advertisement in today's edition of the Daily Gazette for an executive secretary, I shall be grateful if you will consider me for the position.

I am 23 years of age and possess Fastsec Certificates in shorthand (100 words a minute) and typing (80 words a minute). I have a working knowledge of commercial French and German. I am at present studding Japanese.

I attended the City Girls' High School in Finchley until I was sixteen and obtained my General Certificate of Education in six subjects, including Grade A in English, French, German and mathematics. After leaving school I took the two- year secretarial course at the Fastsec Secretarial College and obtained their certificates.

My first position was with Timly & Hunt & Co., chartered accountants, of 14 Chancery Lane. I worked with them as a shorthand typist for one year. I resigned in 1979 in order to take up a position as a junior secretary in the sales joining National Plastics I have worked in the sales, purchasing and accounts departments and have acquired I believe, a sound knowledge of day to day commercial practice. I am now

seeking employment with a firm in which I can assume wider responsibilities and, in time obtain an executive instead of a secretarial position.

I can arrange to attend for an interview whenever convenient to you, but would appreciate 48 hours notice. References concerning my character and ability can be obtained from Timly & Hunt & Co., and from National Plastics Ltd.

I hope will be able to give my application your favorable consideration.

Yours faithfully,
Helen Parsons

The Managing Director of Anglo- Asian Agencies was impressed by Helen's letter. He was also impressed by a letter from another applicant, a Mr. John Thornton. He asked his secretary, who was leaving to have a baby, to ask both to attend for an interview. He also asked his secretary to take up the two applicants' references. These were the letters she wrote :

B

Dear ....

Thank you for your letter applying for the position of executive secretary with this firm.

We shall be pleased if you will attend for interview on Wednesday 21st February at 3 p.m.

Will you please telephone me at 468756 and let me know whether or not you are free to attend for interview at this time.

Your sincerely,
Dawn Kemp
Secretary to Mr. Trevor Rumpus

To the companies given as references by the applicants, Dawn wrote as follows :

C

Dear .....

Mr. /Ms ...., who was applied to this company for the position of executive secretary, has given us your name as a reference.

We shall be grateful for any information you can let us have about him/ her. Such information will, of course, be treated in the strictest confidence.

Thank you for your assistance in this matter.

Yours faithfully,
Dawn Kemp
Secretary to Mr. Trevor Rumpus

Helen and John both informed Dawn that they could attend for interview at the time stated, and they were both duly interviewed by Mr. Rumpus. He was impressed by both of them and decided to postpone making a decision until he received replies from their Helen's reference from National Plastics Ltd. was as follows :

D

Dear Sir,

With reference to your request for information about Miss Helen Parsons, we can tell you that she was worked for this company for two years, during which time she has worked as a secretary in our sales, purchasing and accounts departments.

We have found her to be thoroughly reliable and hard - working. Her pleasant personality has made it easy for her to make many friends here. She is an extremely efficient secretary, and we sorry that she has decided to move on.

She has our warmest recommendation for any senior secretarial position.

Yours faithfully,
Herbert Wise
Personnel Manager

John Thornoton's previous employer wrote :

E

Dear Sir,

Thank you for your letter of 16th February.

Mr. John Thornton worked for this company as a clerical assistant from 1st September, last to 31st January this year, When he resigned of his own accord.

We regret that we are unable to provide any further information about him.

Yours faithfully,
Judy White,
Personnel Manager

Trevor Rumpus made his decision, and Dawn wrote on his behalf to the two applicants, as follows :

F

Dear Miss Parsons,

Thank you for attending for interview for the position of excessive secretary. We are pleased to be able to offer you the position at a starting salary of ₤5,000 per annum.

You will receive four weeks annual holiday and, after a probationary period of three months, become eligible to join the company's supperannuation and health

schemes, details of which are given in the enclosed leaflet.

We should like you to start work on Monday, 1st March at 9 a.m. Please let me know by return if you can accept this position.

Yours sincerely,
Dawn Kemp
Secretary to Mr. Trevor Rumpus

G

Dear Mr. Thornton,

Thank you for attending for interview for the position of executive secretary to this company.

We have to inform you that the position has now been filled.

Yours sincerely,
Dawn Kemp
Secretary to Mr. Trevor Rumpus

PART THREE

PASSAGES FOR TRANSLATION



Translate the following passages into good Arabic:

1- Governments have extensive choice of borrowing methods relating to maturity, to marketability, and redemption, and to retirement. Once a debt is incurred, changes in its form may be possible, at least as existing securities mature. An optimal Program can be defined only in terms of the situation in which borrowing is undertaken and thus in terms of the goals of the particular program.

2- The nonperfectly competitive model has usually the following features.

Setting of prices by individual sellers with emphasis on average cost, including a satisfactory rate of profit, with some recognition of demand elements. Output is adjusted to the rate of sales at the prices set, average cost is adduced to be more or less constant within usual of output.

No man, again, may charge money for a loan. He may of course take the profits of partnership provided that the takes the partner's risks. What remained to the end unlawful was that which appears in modern economic text-books as pure interest, interest as a fixed payment stipulated in advance for a loan to money without risk to the lender.

3- Insurance is one of the aids to trade By means of insurance some of the risks incurred in business can be overcome. The risks run by a retailer include risk of loss through fire, burglary, broken plate-glass windows, injuries to his assistants in the course of their work. and accidents involving his delivery van

The loss, even in a small business, might run its several thousands of pounds, and many would be unwilling to undertake a business venture unless they could protect themselves by means of insurance. "Insurance" refers to events which may happen, like fire, and "assurance" to events which must happen, such as death.

4- Commercial organizations use survey techniques to analyze market. The process of acquiring information about people's wants and needs is highly technical. First, the market researcher examines a sample of the relevant population, and then from, from the findings on the sample, assesses the tastes, attitudes, and habits of the total market population questionnaires are the main method used to obtain information and those who are included in the sample can be asked to give a range of detail about themselves and their buying habit.

5- Some politicians believe that all forms of production should be state owned which justifies nationalization. Nationalization enables rationalization and ensures that essential services are available to all

Electricity will only be available to all at a reasonable price if provided by the state. By controlling certain industries the Government can regulate economic activity.

6- Communication is essential to effective management Managers devote most their time to communication

It is a two-way process. Communication in an organization involves three major communicators, individuals, groups and the organization.

Communication is transmitted through verbal and non-verbal forms:

Verbal forms are transmitted by means of two channels: oral communication and written communication.

It takes only a quick look at today' society to recognize the importance of for organizations exist in so many forms that we generally take them for granted in our daily activities. Manufacturing Organization Government agencies, school systems banks, hospitals, and nonprofit. It is through the effective management of such organizations that the work of the modern society accomplished.

7- Accounting has evolved, as have medicine, law, and most other fields of human activity, in response to the social and economic needs of social.

As business and society have become more complex over the years, counting has developed new concepts and techniques to meet the ever in creasing needs for financial information Without such information, many complex economic developments and social programs might never have been undertaken. This introduction is devoted to a brief resume of the evolution of accounting.

8- Primitive Accounting

People in all civilizations have maintained various type of records of business activities. The oldest know are clay tablet records of the payment of wages in Babylonian around 3600 BC. There are numerous evidence of record keeping and systems of accounting control in ancient Egypt and in the Greek city-states. The earliest know English records were compiled at the direction of William the conqueror in the eleventh century to ascertain the financial resources of the kingdom.

For the most part, early accounting dealt only with limited aspects of the financial operation of private or governmental enterprises. There was no systematic accounting for all truncations of a particular unit, only for specific types or portions of transactions. Complete accounting for an enterprise developed somewhat later in response to the needs of the commercial republics of Italy.

9- Management plays a vital role in any business or organized activity

Management is composed of a team of managers who have charge of the organization at all levels. Their duties include making sure company objectives are met and ensuring business operates efficiently. Regardless of the specific job, most managers perform four basic functions. These management functions are planning organizing, directing, and controlling.

10- Planning involves determining overall company objectives and deciding how these goals can be best achieved. Managers evaluate plane before choosing a specific course of action, and then check to see that a chosen plan fits into the objectives established on higher organizational levels.

11- Organizing, is the process of putting the pike into action. This involves allocating resources especially human resources, so that the overall objectives can be attained. In this phase, managers decide on the positions to be created and determine the associated duties and responsibilities. Staffing choosing the right person for the right job, may also included as part of the organizing function.

12- Leadership

Leadership is an ambiguous concept, and a commonly agreed upon definition is elusive.

business, government, and academia do not agree on a specify definition, but all would agree that a leader is a person who has followers.

leaders have followers because they take certain actions, behave in certain ways. leaderships the places of making choices about how to great people in order to motivate them, and of translating those chalets into actions. those choices and the actions based on them cause other people to follow the leader-or to refuse follow. If you look around an no one is following you, then you are not a leader. You have not made the right choices. Within the organization, we are concerned with managers as leaders.

No matter what other management skills you may possess, you need to become a successful leader if you hope to become a successful manager. Without followers, you will have nothing to manage. All work organizations need people to carry out their work. Successful leader/managers practice sound human relations and are the foundation of any work organization's success. A manager who has no followers soon finds that the work of the organizations is just not getting done. Some managers, of course, try to do it all themselves. But that's not managing-that's drudgery.

13- Who Is the Leader/Manager?

There are many types of leaders- leaders on the athletic field, political leaders, informal group leaders, club leaders, fraternity leaders, and so forth. Our concern is primarily with the leader/manager. The leader/manager is an organizational manager whose followers are subordinates and to a limited extent, peers and superiors. All leaders share Certain behaviors, but leader/managers differ from other kinds of leaders in two primary respects. First, leader/managers perform many management functions in addition to leadership, such as planning, organizing, controlling, staffing, bargaining, and representing. Second, leader/managers must be primarily concerned with achieving the organization's objectives. At the same time, however, they must not lose sight of their followers' objectives or their own. Leaders obtain their power from below; managers obtain theirs from above when / managers for get either of these sources of power, they are in trouble.

14- Not all advertising is designed to persuade potential buyers to buy: some commercial advertising, is designed to inform people about products or services. Private enterprise uses informative advertising to tell customers about new promotes and new variations on existing products. The Government uses advertising to explain regulations, to clarify citizens, right and to give health warnings, and so on. However, most commercial organizations are in competition, and most advertising is used to persuade people that a firm's product is unique, and that the product's qualities are essential for the customer

15- It may be useful here to distinguish between a legal principle and an economic principle in defining these spheres in our economy, as is illustrated by the following diagram:

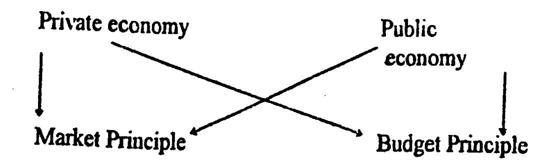


Fig. 1. The Budget Principle and the Market Principle

The difference between the public and private economy is primarily a legal distinction. The distinction between the budget principle and the market principle is a distinction between the methods of economic organization. It is true that in the public economy the budget principle is predominant; in the private economy the market principle predominates. it is also true that are guided by the market in a manner quite similar to the way the management of private enterprises is guided.

16- State Ownership of Industry

State ownership of industry is a distinct manifestation of socialism. The reasons for state ownership are perhaps obvious. It is alleged by the socialists that production for profit under a capitalist system leads to social waste and unemployment. Also, certain wants, such as public health and education, are difficult to express in the marketplace and, as a result.

are not adequately fulfilled under capitalism. Since profit is the basic entrepreneurial motive in a free enterprise system, social cost-polluted streams, polluted air, and wasted natural resources are not taken into consideration. There are also certain industries affecting the public interest that are considered by socialists as to be too important to be left in private hands. Banks and railroads are examples. Finally, state ownership of key industries gives the government greater control over the enforcement of fiscal and monetary policies.

Translate the following passage into English:

١- يقرر مؤتمر الأمم المتحدة للمناطق النامية أن الفشل فى تطوير إمكانيات الإنتاج المتاحة لرفع الإنتاجية فى القطاع الزراعى، إنما يمثل العائق الأعظم لعمليات التنمية الاقتصادية جميعها بما فى ذلك عمليات التصنيع نفسها. وأن الدول التى انجزت أعلى معدلات التنمية الزراعية لم يتم لها ذلك بسبب توافر أجود الأراضى الزراعية لديها ، وانما بسبب اكتساب شعوبها للمهارات والمعارف اللازمة .

٢- عندما تكون الدولة متخلفة تكون كل من معدلات المواليد والوفيات مرتفعة. ويعزى ارتفاع معدلات الوفيات فى هذه الفترة إلى ارتفاع معدلات وفيات الأطفال الرضع (دون السنة) بصفة خاصة ، وانتشار الأمراض الوبائية المستوطنة وانعدام وسائل الوقاية الصحية وانخفاض مستوى الخدمات الطبية، وهكذا يؤدى الارتفاع فى معدل الوفيات إلى إلغاء معظم أثر الارتفاع من معدل المواليد، الأمر الذى يترتب عليه ظهور معدلات منخفضة جدا من الزيادة الصافية للسكان فى هذه الفترة.

٣- الوحدات الأساسية للحاسب هى :

١- وحدة التجهيز المركزى.
٢-وحدة الإدخال.
٣-وحدة النتائج.

وتتكون وحدة التجهيز المركزى من :

١- الذاكرة الداخلية.
٢- وحدة الحساب والمنطق.
٣- وحدة التحكم.

٤- لكى تستطيع الصناعات الناشئة فى الدول النامية الزراعية أن تشق طريقها وتثبت دعائمها ثم تنافس منتجات الدول الصناعية المتقدمة، فلابد للقطاع الزراعى أن يمد هذه الصناعات بالمواد الأولية وبالأيدي العاملة بالكميات والأعداد اللازمة وبتكاليف منخفضة. ولا جدال فى أن تحقيق ذلك إنما يتوقف على ارتفاع معدلات الإنتاجية فى القطاع الزراعى إلى حدوده القصوى.

٥- القانون التجارى هو أحد فروع القانون الخاص، ويتضمن القواعد والأحكام التى تنظم ما يقوم به التجار من أعمال سواء كان ذلك فيما بينهم أم كان بينهم وبين العملاء. لذلك كان طبيعيا أن يبدأ القانون بتعريف التاجر بأنه " من اشتغل بالمعاملات التجارية واتخذها حرفة معتادة".

٦- للمنافسة أوجه عديدة وكثيرة. والمفروض أن تؤدى جميعها إلى مصلحة المستهلك والاقتصاد الوطنى. ولكن يمكن أن تكون بدرجة كبيرة من الخطورة، فإذا لجأ المنافسون إلى حرب الأسعار، والتى تكون بالعادة أفضل أسلحة البيع بأقل التكلفة، مما فيه إغراء للمستهلك وأضرار للاقتصاد الوطنى.

٧- يتصف مدير الشركة الناجح بالخصائص التالية :

أولا : أنه يمكن أخذ القرار المناسب فى الوقت المناسب.

ثانيا : أنه يعتمد على مساعدين مخلصين يتعاونون معه على تحقيق أهداف الشركة.

ثالثا : يجب أن تكون له القدرة على التأثير على الآخرين وإثارة حوافزهم لأداء واجباتهم بأحسن الأساليب.

رابعا : يجب أن يكون مطلعا على مشاكل العمال لإيجاد الحلول المناسبة لها.

٨- تعتبر المحاسبة عنصرا أساسيا وجوهريا فى كل الاعتبارات التجارية الحديثة، حيث أنها تسجل تحسن أو انحدار العمل التجارى فى الماضى وهذا بدوره قد يوحى بالطرق التى يمكن أن يتطور العمل وينمو فى المستقبل.

مثلا فان إنشاء أى شركة أو مشروع تجارى يزيد الطلب على المحاسبين وتعتمد الإدارة على خبرة ومعلومات محاسبيها لكى تستطيع أن تتمشى مع مشاكل الضرائب والطرق المعقدة.

٩- يأخذ الاقتصاديون بتعريف شامل للإنتاج يدخل تحته إنتاج السلع والخدمات أيا كان نوعها أو مصدرها طالما نافعة وتشبع رغبة لدى المستهلك وعلى ذلك يعرف الإنتاج بأنه يعنى خلق المنافع أو زيادتها.

وتنقسم عوامل الإنتاج إلى أربعة : الأراضى والعمل ورأس المال والتنظيم وهذه العوامل جميعها تدخل في إنتاج أي سلعة أو خدمة.

١٠ – مهام الإدارة

١ – التخطيط

يترتب على المشرف أن :

أ– يحدد الهدف.

ب– يحدد الإجراءات.

جـ– يحدد الخيار الأفضل الكفيل بتحقيق الهدف.

٢ – التنظيم .

على المشرف أن :

أ– يضع جدولا بالأنشطة اللازمة لتحقيق الهدف.

ب– يصف الأنشطة ويعين لكل منها أشخاصا يقومون بها ويحدد لهم مسئولياتهم.

جـ– يحرص على التنسيق بين مختلف الأنشطة.

٣ – الرقابة

يسعى المشرف إلى التأكد من مطابقة ما يتم إنجازه للخطط الموضوعة وذلك عن طريق :

أ– قياس الأداء الفردى.

ب– قياس مدى إنجاز المهام.

جـ– تصحيح الانحرافات فى وقت مبكر.

ويعتبر تفويض السلطة والميزانيات، وسجلات التفتيش. وسجلات ضياع وقت العمل من أنواع الرقابة المتعارف عليها.

٤- التوجيه

يتوجب على المشرف ان يقنع /يرشد /يحث موظفيه على العمل بصورة طوعيه وعن طيب خاطر لتحقيق الهدف.

١١- معالجة الشكاوى

قبل مناقشة كيفية معالجة الشكاوى يجب علينا الإجابة على السؤال التالى :

ما هو الفرق بين الشكوى والتظلم؟

الشكوى هى تعبير صريح لعدم الرضى أو الاستياء . التظلم هو منبع أو سبب عدم الرضى.

يستطيع الموظف التعبير عن عدم رضاه بعدة طرق. منها أن يشتكي صراحة لرئيسه المباشر. ولكن هناك أناس كثيرون يعانون من التظلمات ولا يعبرون عنها بالكلام بل يتصرفون بطرق أكثر دمارا. ها هى بعض بدائل الشكوى :

١ - انخفاض الإنتاج.

٢- رداءة نوعية العمل.

٣- انخفاض الروح المعنوية.

٤ - المشاغبات.

٥- حوادث تعسفية أو إهمال.

٦ - الشعور بالكآبة أو الأمراض النفسية.

لذلك يجب علي المشرفين النظر إلي الشكاوي علي أنها فرصة لمعالجة المشاكل قبل أن يفلت الزمام. إن الشكوى أفضل بكثير من بدائلها السبعة المذكورة أعلاه.

الشكوى تتيح الفرصة للمشرف ان يتصرف بخصوص التظلم وتعطي الفرصة للموظف أيضا ليتحدث عنها فتقوم الشكوى بعمل الإفراج عن النفس أو " صمام الأمان ".

١٢- بعض الإرشادات عن كيفية معالجة الشكاوى والتظلمات

١- لا تفوض أو تتنحى عن مسؤليتك في معالجة الشكاوي والتظلمات.

٢- كن مدركاً بإجراءات التظلم المتبعة في مسؤليتك.

٣- فرق بين "المشتكي المزمن" والذي قلما يشكي.

٤- عالج الشكاوي والتظلمات بسرعة وذلك بعد حصولك علي الوقائع.

٥- اكتشف السبب الحقيقي أو التظلم من وراء الشكوي. فمن الجائز أن تكون الشكوي قد نشأت من مجالي العمل نفسه، المؤسسة ومن بها من موظفين أو من البيئة الخارجية لهذا الشخص.

٦- إن أفضل طريقة لمعالجة الشكاوى والتظلمات هي إجراء مقابلة جيدة.

أثناء المقابلة :

١- أصغ، ولا تقاطع إلا للضرورة.
٢- أظهر اهتمام وانشغال بالموضوع.
٣- لا تجادل.
٤- كرر بأسلوبك ما قاله.
٥- أحذر الوعود التي لا يستطاع إيفاؤها.

١٣ - اقتصاديات النفط في دول الخليج العربي

كانت اقتصاديات الجزء الجنوبي من الخليج العربي قبل اكتشاف النفط تقوم في الأساس علي تامين رزق أبنائه، لذا فإنها كانت تعتمد في

الدرجة الأولي علي العمل في الزراعة وصيد الأسماك وتربية المواشي لاسيما الإبل. وكان صيد اللؤلؤ هو المورد الاقتصادي الوحيد الذى كان له أهمية خاصة فى التعامل مع العالم الخارجى. وقد ازداد تصدير اللؤلؤ بشكل ملحوظ بعد سنة ١٩٨٠، أى فى السنوات التى تلت فرض بريطانيا لنظام التهادن. كما أن فترة التقهقر التجارى التى عرفها الجزء الجنوبى من الخليج العربى خلال العقد الثالث من القرن الحالى، والتى كان سببها الرئيسى هو الركود الاقتصادى العالمى وظهور اللؤلؤ الصناعى اليابانى، كان لها أثارها السلبية الكبيرة على اقتصاديات هذا الجزء من الخليج. وقد حظيت دبى وحدها فى ذلك الحين بقدر وافر من الازدهار بفضل مكانتها التجارية التى كانت تتميز بها والتى جعلت أنظار التجار تتجه نحوها بسبب الرسوم الجمركية الباهظة التى كانوا يدفعونها للموانئ الإيرانية فى مطلع القرن الحالى. إلا أنه مع بداية عمليات استكشاف النفط فان جارات دبى أخذت هى الأخرى تشق طريقها نحو الازدهار وكان ذلك فى السنوات التى سبقت الحرب العالمية الثانية، ثمن فى تلك السنوات التى تلتها حيث استأثرت عمليات التنقيب بقسط أكبر من الاهتمام.

وكانت العائدات النفطية فى البداية عبارة عن رسوم استكشاف تدفعها الشركات النفطية لحكام الإمارات. وعلى الرغم من أن هذه الرسوم كانت قليلة إذا ما قيست بالدخل الحالى للنفط، إلا أنها كانت تشكل مورد دخل جديد وهام بالنسبة للحكام، إذا أنه أصبح لديهم بذلك مصدر ثروة لا يعتمد على عائلات التجار المعروفة. وهكذا ، فان

احتمال العثور على النفط أدى إلى نتائج سياسية هامة، فقد ازداد نفوذ الحكام قوة، كما أن الدولة، متمثلة في النخبة الحاكمة، أصبح ينظر إليها على أنها القوة الاقتصادية الرئيسية الفعالة.

القاعدة الصناعية في الخليج العربي في ضوء ما تقدم من حديث عن حركة الأسعار في سوق النفط وعدم استقرار الإنتاج منذ أوائل السبعينات، يتضح أن عقد السبعينات كان بمثابة نقطة تحول في تاريخ دول الخليج الاقتصادي. فتأميم أسعار النفط أدى إلى تكديس رؤوس الأموال. ورؤوس الأموال أدت إلى توفير الوسائل التكنولوجية التي ساعدت حركة التصنيع على المساهمة في الازدهار والتنمية الاقتصادية لفترة طويلة. وقد عوضت الثروة النفطية، نوعا ما عن الجفاف في منطقة الخليج، وكذلك عن قلة سكانه علما بأن ٨٦٪ من مجموع سكان دول الخليج يتمركزون في السعودية والعراق. وكما أشرنا ، فقد طرأت تغييرات على احتياطي النفط الموزع بين دول الخليج. لقد دخلت عمان والشارقة حيز منتجي النفط في السبعينات فقط، مشكلة بذلك أحد التغييرات في دائرة مالكي الاحتياطي النفطي، وقد حدثت هذه التغييرات نتيجة استمرار عمليات الاستكشاف وإعادة التقييم لموارد النفط الكامنة في دول النفط المعروفة.

ABBREVIATIONS

General

AD	Anno domini-in the year of our Lord
ad lib	At your pleasure; as much as you like
advt	Advertisement
am	Ante meridiem- before noon
Anon	ANONYMOUS
ANS	ANSWER
BC	Before Christ: British Columbia (Canada)
BEA	British European Airways
BOAC	British Overseas Airways Corporation
BR	British Rail
BRS	British Road Services
C	Centigrade (thermometer scale); cent; a hundred
cf or cp	Compare
chq	Cheque
Co	Company; County
Dept	Department
ditto; do	The same
DV	Deo oolente-- god willing
eg	Exempli gratia--for (the sake of) example
Enc.; Encl	Enclosure
etc	Et cetera--and the rest
et seq	Et sequentia--and the following
F	Fahrenheit (thermometer scale)
fcp	Foolscap (13 in by 8 in)

fo	Folio-a sheet of paper or twwo opposite-pages numbered as one
HO	Head Office
Hon Sec	Honorary Secretary
hp	Horse-power; Hire Purchase
ib, ibid	Ibidem-in the same place
ie	Id est-that is
infia dig	Beneath one,s dignity
JP	Justice of the Peace
M	Monsieur-sir
MM	Messieurs-sirs, gentlemen (Messrs)
Memo, Mem	Memorandum
MO	Money Order; Medical Offcer
MP	Member of Parliament; Military Police
mph	Miles per hour
MSS	Manuscripts (sing. MS)
mth, mths	Month, months
MV	Motor Vessel
NB	Nota bene-take caref.ul note
NP	Notary Public
OHMS	On Her Majesty,s Service
p, pp	page, pages
PA	Personal Assistant
P/ A	Power of Attorney
pc	Post card
PC	Privy Councillor; Police Constable
pl	Plural
pm	post meridiem-after noon
PM	Prime Minister
PO	Postal Order; Post Office
pro	For, on behalf of
PRO	Public Relations Offcer

pro tem	Pro tempore-for the time being
PS	Post scriptum-postscript added after the signature to a letter
PPS	Asecond postsctipt

QC	Queen's Counsel
qv	Quod vide which see;to which you should ref.er
recd	Received
Rev	Reverend
Rly'Ry	Railway
RSVP	Repondez s'il vous plait-reply, if you please
Sec,Secy	Secratary
Senr	Senior
Soc	Society
SS	Steamship
stg	Sterling
Supt	Superintendent
VIP	Very Important pERSON

Commercial

@	At
AI	First class (at LIoMETERs)
a/c	Account
ad val	Ad valoren - according to value
Agt	Agent
amt	Amount
A/S	Account Sales
av	Average
B/E	Bill of Exchange
b/f	Brought forward
B/L	Bill of Lading

B of E	Bank of English
Bros	Brothers
B/S	Balance Sheet
c&f	Cost and freight
C/N	Credit note
c/o	Care of
COD	Cash on Delivery
C/P	Charter party
Cr	Credit ; creditor
CR	Company's risk
cum div	With dividend
D/A	Douments againts acceptance or Documents attached
d/d	Days after date
Dis	Discount
Div	Dividend
D/N	Debit Note
D/O	Debit Order
Dr	Debtor
E&OE	Errors and omissions excepted
ex div	Without dividend
faa	Free of all average
fas	Free alongside ship
fpa	Free of particular average
fob	Free on board
for	Free on rail
fwd	Forward
G/A	General average
in trans	In transit-on the way
Inc	Incorporated
Insce	Insurance
inv	Invoice
IOU	I owe you

L/C	Letter of Credit
Ltd	Limited
m/s	Months after sight
OR	Owner's Risk
P/C	Prices current
per pro or pp	per procurationem-on behalf of
P/N	Promissory Note
pp	Parcel Post
PTO	Please turn over
Qto or 4to	QUARTO-FOLDED IN FOUR
Rct	Receipt
R/D	Ref.er to drawer
regd	registered
$	Dollars
SAE	Stamped addressed envelope
TMO	Telegraph Money Order
8vo	Ocyavo-folded in eight
l6mo	Folded in sixteen

FOREIGN WORDS AND PRASES
(F) French, (L) Latin

Ad valorem (L)	According to value
Agenda (L)	A list of things be done
Ante (L)	Before
Bona fide (L)	In good faith
Bon marche(F)	Cheap
Carte blanche (F)	A free hand ; full discretionary powers
Coup d'etat (F)	A sudden stroke of (state) policy
Data (L)	Facts given from which other facts may be deduced
De facto (L)	From the fact
Dies non (L)	No legal day i.e. a day on which no legal business may be transacted Out of
Ex (L)	Out of
Ex gratia (L)	Without prejudice
Ex officio (L)	By virtue of office
Gratis (L)	Without payment
In camera (L)	In a (judge's) private chambers
In extenso (L)	In full
In toto (L)	In the whole ; entirely
Inter alia (L)	Among other things
Ipso facto (L)	In the fact itself ; virtually
Locum tenens (L)	Deputy ; acting
Locus standi (L)	A place for standing ; a right to interfere
Nil secunds (L)	Second to none

Obiter dictum (L)	Never despair
Pari passu (L)	With equal pace ; together
Per (L)	Through an agency
Per contra (L)	On the other side
Persona grata (L)	A welovem person
Post mortem (L)	After death
Poste Restante (F)	To be kept in P.O. until fetched
Prima facie (L)	On the face of it ; at first sight
Pro (L)	For ; on behalf of
Pro forma (L)	As a matter of form
Pro rata (L)	In proportion
Quid pro quo (l)	Value for value
Quorum (L)	Number of members required to make decisions binding
Quota (L)	The part of share assigned to each
Sine die (L)	Indefinitely
Sine qua non (L)	An indispensable condition
Status quo (L)	Unchanged position
Stet (L)	Let is stand
Sub judice (L)	Under consideration
Sub rosa (L)	Privately
Tempus fugit (L)	Time files
Ultra vires (L)	Beyond one's legal powers
Verbatim (L)	Word for word

Via (L)	By way of
Vice (L)	In place of
Vice versa (L)	The terms being exchanged
Videlicent (Viz)(L)	Namely
Vis-a-vis(F)	Opposite, facing
Viva voce (L)	Orally

Chapter

Presentation Skill

1. Introduction

Nobody is a born speaker

How people Listen
Average talking speed = 150 wpm
Average brain processing speed = 500 wpm
Difference 350 wpm

Route 350

Some reasons why people fail to listen

- They anticipate what is going to be said and switch off.
- They are planning what to say when it's their turn.
- They may be tired or worried (personal problems).
- They can't hear or they find the speaker's voice dull and monotonous.
- The topic is too complex and difficult to follow.
- The topic is too simple and basic.
- The speaker lacks credibility and confidence.
- Room atmosphere is uncomfortable. (chairs, temperature, noise)

Listening is Difficult

<u>Question:</u>
So how can you overcome the problem of listing?

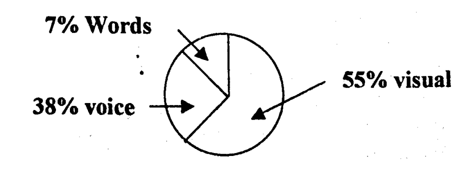
<u>Answer:</u>
You must learn to distinguish clearly between the <u>written</u> word and the <u>spoken</u> word.

Don't be a writer; be a speaker

<u>Difference between writing and speaking</u>

- **Writing allows reader to re-read and understand at his own pace.**
- **Writer has more attention from reader.**
- **Writer can't see reader.**
- **Writer can't react.**
- **Writer relies on words alone.**
- **Writer can carefully choose words, but can't change them.**

<u>The different elements which dominate a speaker's effect on his audience and their proportions</u>



Always Be Visual

Visual Considerations
- **Appearance of the speaker.**
- **Facial expression.**
- **Gestures.**
- **Body language and posture.**

Voice Considerations
- **Does the speaker sound trustworthy?**
- **Is his voice varied and interesting?**

How you speak is often more important than what you say !

How to make use of visual aspects in capturing a listener's attention

- **Use facial expression, eye contact, gestures.**
- **Avoid nervous mannerisms.**
- **Involve the listener (react to and interact with him).**
- **Illustrate your point with visual aids, handouts experiences.**
- **Use enthusiasm, sincerity and vitality.**

Enthusiasm
Sincerity
Vitality

2. Preparation and Planning

Fail to prepare ....
Prepare to fail

Preparation Steps
1- Setting and objective.
2- Researching your audience.
3- Creating a map of ideas.
4- Selection.

1- Setting and objective.

Why am I speaking?

a) Start with General Objectives

- To persuade / convince.
- To inform / train.
- To negotiate.
- To stimulate / motivate.
- To amuse / entertain

b) Customize your Objective

What do I want the outcome to be?

Example:

Why: I want to convince my client that "Product A" is better than "Product B". and that buying "Product A" will save them money.

Outcome:	I want them to include "Product A" in their next purchase plan and discard "Product B"

Your objective must be SMART

Specific	
Measurable	(How will you know you have succeeded?)
Audience related	(Address their needs)
Realistic	(Achievable)
Time	(Can be done in available time)

2- Researching your audience

- Why are they there?
- What do they expect?
- What do they want or need?

Questions regarding the audience's information and knowledge

- How much do they already know about the topic?
- How much do they think they know?
- How much do they want to know?
- How much do YOU want them to know to achieve your objective?

Questions regarding the audience's background

- How many will be present?

- What is their position/occupation/title?
- What is their education/culture?
- What is their age group?
- What is their sex? (Male/female/mixed)

3- Creating a Map of Ideas

Free your mind.
Think creatively.

- Do not assess whether the material is relevant or logical at this stage.
- Try to build it over several days. (You'll be adding new angles of thought).

4- Selection

- Take a look at each idea in the map and assess it against your objective.
- Take into consideration how your audience will react. Select material that will satisfy their needs and expectations.
- Be very selective. One or two good points are better than too many disorganized points.

SUMMARY
Why are you speaking?
Who is going to listen?
Draw an Ideas Map.
Select ideas.

3. Building your Talk

Components of your talk
- Open 2
- Body 1
- Close 3

The Body

- Give your listeners a framework.
- Summarize after each of your points.
- Select a structure.

The different structures for a talk

- Problem/Solution Structure.
- Chronological Structure.
- Topical Structure.
- Spatial Structure.
- Theory/Practice Structure.

The Opening

Your opening should contain the following elements: A, B, C, and D

1- Attention
2- Benefits
3- Credentials
4- Direction and destination

1- Capturing attention

Ask a question

"Have you any idea how much the company spends on taxes?"

Quotation

"Advertisements are the only truths to be believed in a newspaper." Thomas Jefferson

Anecdotes

Tell a short story. (Preferably a personal one)

Shock openings

"You are wasting your time sitting here listening to me.. Unless you're prepared to act on my suggestions."

Historical background

"Twenty years ago this hall was a public park."

2- Tell them the benefits

Relate this to their needs and expectations.

eg.

"My method of time management will help you save an hour of your time everyday."

3- Show them your credentials

Show them how you have come to be qualified to talk about the subject.

eg.

"During the past 4 years, "I've supervised the computerization of records for 6 different companies, so I know the kind of problems that you are facing here."

4- Tell them where you're going

- Announce an objective to your audience (NOT YOUR Objective)
- Give them a brief outline of your talk (a few sentences)

eg.
"I will be talking to you about the problem of incorrect deliveries.
This problem can be tackled in 3 ways:
* One, why do they occur?
* Two, what can we do to stop them?
* Three, how much will it cost?"

The Close

End on a positive note

- Don't make it sudden.
- Don't include any new material in the close.

Different methods for ending your talk

* Summarize

"In conclusion"
"Finally"
"To sum up"
→ All indicate that you are about to finish

*** Ask for action**

"Therefore, I am asking you to vote for the increase in the budget."

***Ask a question**

Effective when you have proposed a solution to a problem.

eg.

"Now that you've heard my proposal, the decision is with you: what do you think ?"

*** Use a quotation**

This could be humorous or profound.

*** Tell an anecdote**

This should emphasize the main theme of your talk.

4. Delivery Methods

1- Reading

- This is the worst method of delivery.

It lacks Enthusiasm, Sincerity and Vitality

Why ?

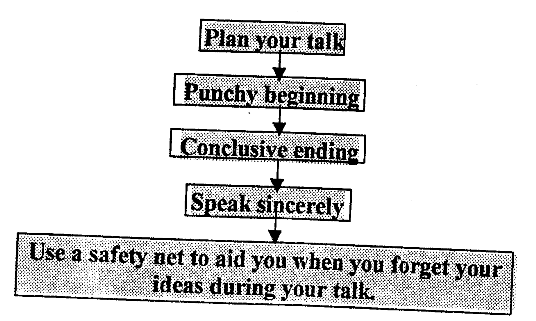
- You can't keep good eye contact.
- Your body language is restricted.
- You will sound unnatural and therefore insincere.
- Script dependence....You'll never be a convincing speaker.

2- Memorizing

- All your energy will be directed inwards instead of outwards.
- Your talk will sound mechanical.
- Forgetting one line can lead to losing track of the entire talk.

3- Speaking extemporaneously

This is the most effective delivery method.



Different forms of the Safety Net

*** Using your ideas map as a safety net**
Could be bulky or confusing

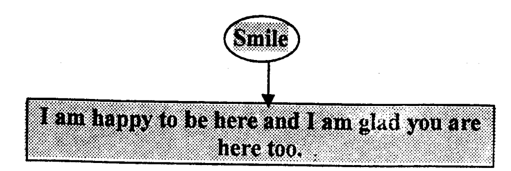
*** Using your script as a safety net**
Underlining the key words in your script, to refer to them quickly during your talk.

*** Using confidence cards as a safety net**

- Standard size (13x10)cm.
- Include key words only.
- An exception to that is the opening and close.

5. Body Language

How to make a good first impression



- The Felt Smile
- The False Smile
- The Miserable Smile

Eye Contact

The Importance

- Looking at someone denotes your interest in him
- Eye contact denotes authority
- Eye contact expresses emotion

Avoid speaking to a single Person during your talk

Note :

Don't think that by avoiding looking at your audience, they will not be able to sense your nervousness.

What to avoid in eye contact

- Avoid short, jerky glances.
- Practice looking at each person for at least 2 to 3 seconds.

Hands

What not to do with your hands

Fiddling with : rings, watch, cuff, buttons, pens, elastic bands, paper clips, coins, etc.

Touching and patting : face, hair, etc.

Scratching : any part of the body.

What to do with your hands

- try to keep them empty
- Try to keep them still unless you gesturing.
- When gesturing remember that your arm begins at your shoulder.

Position and Posture

Avoid barriers
Good speakers must learn to stand totally exposed in front of your audience.

Standing and Sitting

DON'T sit. Standing gives you authority, makes you more visible, and enables you to breathe properly to help your voice.

Stand tall

Push back your shoulders and open up your chest.

Avoid the following feet movements

- Hopping from one foot to another
- Taking two steps forward and two steps back
- Rocking to and fro
- Swaying from side to side
- Standing on the sides of your shoes

SUMMARY

- Use your eyes to make contact with your audience and show them that you're interested.
- Your face should show that you're happy.
- Try to keep your hands empty and still
- Gestures should start from the shoulder
- Don't hide behind barriers
- Stand tall, don't sit

6. Controlling your Nerves

Some common symptoms of nervousness

- Shaking knees, shaking hands
- Palpitating heart and churning stomach
- Tight throat, unable to swallow

- Wet palms, feeling very hot
- Blushing
- Blank mind
- Stuttering
- Shortness of breath
- Nervous laugh
- Trembling voice

The Great Truth

Everyone suffers From nerves

Everyone is frightened of looking foolish

What to do

- Face your nervousness
- Learn to welcome your anxiety
- Control your nerves

Turn your anxiety into positive power

How to convert panic into positive power

- Practice: Practice, Practice
- Visualize your success : Create a picture of your success. Don't allow any negative thoughts to intrude
- Remember a good felling : Think back of a time when you achieved a certain success in your life

7. Finding your Voice

Another Great Truth

Few people like the sound of their own voice

Accent

*** Consider your accent as part of your personality, and don't let it be a hindrance to your presentation.....**

*** Only if it is bad enough so people cannot understand, should you consider changing it.**

What attributes are required of your voice ?

1- Volume
2- Clarity
3- Variety

1- Volume

Your voice must be heard

A loud voice makes you sound more authoritative

*** Don't speak softly ...**	**You will strain your listeners, and they'll finally give up**
*** Project your voice ...**	**Don't shout**

In order to speak well you Must breathe well

There is no excuse for not being heard

If you feel you have a soft voice, keep using more air in your everyday conversation.

2- Clarity

Your voice must be understood

- **Don't speak with your teeth together**
- **Open up your mouth**
- **Try to pronounce every letter clearly**

3- Variety

Your voice must be 'colorful'

What if it isn't

- **You will lose credibility**
- **You will lose your listeners' interest**

How to add variety

You will need to vary the following elements of your voice:

- **Volume**
- **Speed**
- **Pitch**

Varying Volume

- Lower your volume for emphasis
- Raise your volume when calling for action

Varying Speed

- Generally, try to slow down during your talk
- Speed up when reviewing information that you know is familiar to your audience.
- Use pauses

<u>Pauses</u>

Pauses mean power

But a pause is effective only if it is silent.

<u>Different uses of a pause :</u>

- To indicate a change of subject
- To draw attention
- To allow you recollect your information (much better than muttering um's and er's)

Varying Pitch

Nerves often cause your voice to go up a few notes higher.

- Change between high and low pitch to convey different moods.
- Raise your pitch as you ask a rhetorical question.

Other methods for achieving variety

a) Inflexion

"I have just lost my job"	'Really?'	(horror)
"Your work is exceptionally good."	'Really'	(pleasure)
"We will be finishing on time"	'Really'	(disbelief)
"Truly I am looking forward to working for him."	'Really'	(disbelief)

b) Using emphasis

Try reading the following sentence by stressing a different word each time:

"Are you coming with me?"

<u>SUMMARY</u>

- Breath gives authority to your voice
- Open your mouth for clarity
- Vary the volume, speed and pitch
- Silent pauses are powerful

8. Questions and Answers

Questions are important for your audience to get a full understanding of what you are saying

<u>When to allow question</u>

<u>a) During your talk</u>

Appropriate for small groups

Advantages:

- **The monotony of one voice is broken.**
- **Allows audience to participate actively.**
- **Allow YOU to check that your talk has been understood.**

Disadvantages:

- **They can disrupt the flow and structure of your talk.**
- **The answer may be contained later on in your talk.**
- **The question could be of interest to the questioner alone.**

b) After your talk

Appropriate for larger groups.

- **Controlling questions during your talk would be difficult.**
- **In your opening, let your audience know when you shall be receiving their questions.**

In this case, leave your final summing up (conclusion) until after question time to ensure you will end on a positive note.

How to encourage questions

- **Tell the audience when you expect their questions**
- **Ask them to jot down questions during the talk**
- **Plant a colleague in the audience to ask a question**

- Allow them enough time, to change gear from being passive to active
- Suggest a question : "You may be wondering why….."

<u>If you choose to leave questions till the end of your talk:</u>

Allow your audience enough time to change gear from being passive listeners to active participants.

Don't look anxious or threatening

Indicate that the "ball is in their court" by learning backwards, sipping some water, etc.

<u>How to answer questions</u>

Listen to the question

- Make sure you understand the question; if in doubt…ask!
- Make notes of the main points of the question.
- Ask for the questioner's name (and company) so that you can refer to him by name.
- Restate the question (for your audience)
- Answer it concisely (don't turn it into a new talk)

<u>What NOT to do when answering questions</u>

- Don't be defensive
- Don't rush into your answer. (Reconsider it first)
- Don't bluff. (If you don't know the answer, say so)

- Don't embarrass the questioner. (eg. I've already answered that, but obviously you weren't listening)
- Don't get into a dialogue with one questioner. (If he insists on a supplementary question, break eye contact, or indicate there is another question)
- Don't answer questions, which are irrelevant to your talk, or uninteresting to your audience.

How to answer difficult questions

Hypothetical questions

"What if...."

- Answer by saying this is not a likely situation
- Answer by saying there is too much supposition for giving a sound answer.

Leading/Loaded questions

"Everyone knows that this company is making vast profits, so what we want to know is....."

- You must correct the first statement before answering the question.
- If you don't, it will be taken that you agree with it.

The yes or no questions

"Yes or no .... Has the increase been approved or not?"

* There is no obligation to answer by a "yes" or a "no". Respond in your own words.

eg. "We have considered the proposal from three angles, and...."

"No Win" questions

"Can you explain the decline in sales – Is it due to poor management or poor selling ?"

* There is no obligation to choose one of the posed alternatives.

How to deal with ramblers

Ramblers are people who don't ask a direct question, but give a long speech instead.

You can:

- Highlight one part of the ramble, which makes sense, re-phrase it and give a short answer.
- Hold up your hand to indicate you will give an answer.
- Use your voice to interrupt while explaining that time is running out.

Your body language during question time

- Your positive, confident stance should not disappear during question time.
- Look at the speaker directly as he poses his question.

* Try to look pleasant even if he seems to have misunderstood your point, or you disagree.

SUMMARY
• Announce when you will answer questions.
• Plan a technique to encourage questions.
• Don't bluff-admit ignorance.
• Use positive, pleasant body language.

9. Practicing and Rehearsing

How important is rehearsing ?

> Some experts recommend one hour of preparation for every minute of presentation.

Rehearsing helps you to :

* Become familiar with your material.
* Conquer the blank-mind syndrome.
* Feel more confident.
* Control your nerves.
* Develop an effective speaking voice.
* Use positive and appropriate body language.

There are 3 stages of rehearsing

1- Practice
2- Rehearsal
3- Site Visiting & Dress Rehearsal

1- Practice

Practicing your presentation by yourself

- **Speak aloud. You will be hearing what you've decided to say for the first time.**
- **Add anecdotes, examples, or make any changes which you feel will enhance your talk.**
- **Don't get too carried away with the changes.**

Try to simulate the conditions of your real presentation

- Use body language.
- Pretend you're talking to somebody

Self- assessment

- Stand in front of a mirror.
- Use a tape recorder.

2- Rehearsal

Rehearsing in front of one or several people. (A live audience)

- Use friends or family and give them the background of your presentation.
- Take the situation seriously and make sure they do.
- Ask for feedback about your positive and negative sides.
- Check your timing.

3- Site Visiting & Dress Rehearsal

- Always try to visit the site before your presentation.

- **Double check everything to make sure nothing goes wrong**

- **Perform a Dress Rehearsal**

This takes place on site and with the visual aids that you intend to use.

Note:

The Dress Rehearsal brings you very close to the final situation during your presentation.

Part Two

Prepare Yourself for TOEFL

Test Of English as Foreign Language

The second part of this book is devoted to introduce you to the most important English language exam required to qualify for registration for Master or Ph.D. degree in most universities in the United State of America, and in most of Egyptian universities .

The test consists of three sections, the first is concerned with listening comprehension, the second with structure and written expressions and the third with vocabulary and reading comprehension .

we shall focus in this part on structure and written expressions, and on vocabulary and reading comprehension.

Contents of the second part :

Chapter One : Reading Comprehension and Vocabulary Review.

Chapter Two : Structure and written expressions review.

Chapter Three : The Sample Tests

Chapter One

READING COMPREHENSION AND VOCABULARY REVIEW

READING COMPREHENSION
- I. READING STUDY TIPS
- II. BASIC QUESTIONS
- III. ADDITIONAL STUDY TIPS

VOCABULARY
- I. PROBLEM SITUATIONS
- II. CONTEXT CLUES
- III. VOCABULARY WORD LIST
- IV. VOCABULARY DRILLS WITH ANSWER KEY

The Reading Comprehension and Vocabulary section of the TOEFL Exam is designed to measure your comprehension of standard written English. There are two types of questions, with different directions for each.

The Reading Comprehension section has 30 questions and asks you questions based on a reading passage. The Vocabulary section has 30 questions and asks you the meaning of specific words. You are given 45 minutes to answer all these questions.

This review will present examples and explanations for the types of problems you will face. It will also provide methods and strategies to help you solve these problems.

READING COMPREHENSION

This portion of the test measures how well you can read. There are usually five reading passages. Each passage usually contains from one to three paragraphs. At the end of each passage there are questions related to that passage. There are a total of 30 reading questions.

The first passage that you read will usually be the simplest in terms of its length, content and vocabulary. The next passage will usually be more difficult and so on until you reach the last passage which is usually the most difficult.

TIME IS IN SHORT SUPPLY! The reading portion of the test has been designed so that most students will NOT have enough time to read all of the passages carefully and answer all of the questions.

THE METHOD: There are three steps which must be followed.

1. UNDERSTAND THE QUESTION YOU WILL BE ASKED.
2. LEARN THE STRATEGIES TO ANSWER THOSE QUESTIONS.
3. MANAGE YOUR TIME EFFECTIVELY.

LET'S BEGIN...

WHAT WILL THE TEST ASK YOU?

There are six basic types of questions in the TOEFL Reading Test. These six basic questions will be worded in many different ways and each will be slightly different, but the central idea for each type will stay the same.

WHAT ARE THE SIX BASIC QUESTIONS?

1. **What is the main idea of the passage?**
2. **What facts were stated in the passage?**
3. **What new ideas can we infer from the passage?**
4. **What might be discussed before or after the passage?**
5. **What is the author's attitude or opinion?**
6. **Vocabulary.**

HOW DO I FIND THE INFORMATION TO ANSWER THESE QUESTIONS?

THERE ARE THREE ESSENTIAL STRATEGIES TO IMPROVE YOUR READING SKILLS AND COMPREHENSION.

1. Skim the passage and the questions.
2. Read the passage.
3. Scan to answer questions.

ONE STEP AT A TIME! LET'S LOOK AT THE READING STRATEGIES.

I. READING STUDY TIPS

There are strategies and techniques which have proven to be successful. They improve overall comprehension, and they are particularly effective in providing the types of information which are needed to answer the reading questions.

WHAT DO I DO? HOW DO I DO IT?

FOLLOW THE BASIC STUDY TIPS!

BASIC STUDY TIPS:

1. SKIM THE PASSAGE AND THE QUESTIONS
2. READ THE PASSAGE
3. SCAN TO ANSWER QUESTIONS

Let's look at each Study Tip and decide how and why it works.

➤ Study Tip **SKIM THE PASSAGE AND THE QUESTIONS**

We can understand a passage better if we KNOW THE GENERAL SUBJECT it will discuss before we read it. We can also answer questions with more success if we have a general understanding of what those questions will ask. Knowing the general subject and the general questions gives us a head start.

Skimming is a simple way to find the important ideas that will be discussed. It can also help us to identify the Major Idea of the passage. There are two different ways to skim a passage.

WHICH WAY IS BEST?

IT DEPENDS ON THE STRUCTURE OF THE PASSAGE.

The reading passages have two basic structures:

1. One long paragraph.
2. Two or more shorter paragraphs.

If the passage is constructed in one long paragraph, then read:

THE FIRST TWO SENTENCES AND THE LAST SENTENCE OF THE PARAGRAPH!

THEN

SKIM THE QUESTIONS!

If the passage is constructed of two or more paragraphs, then read:

THE FIRST SENTENCE OF EACH PARAGRAPH!

THEN

SKIM THE QUESTIONS!

Remember: Skimming is a quick technique that takes only seconds. It gives a general idea of the passage. When we skim the questions, we read ONLY the questions and not the answer choices. We want to know the general information they will ask for. They point us in the right direction. We don't need to remember them exactly; that will come later.

➤ Study Tip **READ THE PASSAGE**

This is simple. This is where the real comprehension occurs. There are a number of techniques we should use to improve both our comprehension and our test scores.

1. **PACE YOURSELF.** There are usually five or six reading passages with questions in the reading portion of the test. You should allow yourself 25 minutes to complete this section, so try to spend no more than 5 or 6 minutes to complete each passage and its questions. And remember the first passage is usually easier than the second and so on. Extra time will be needed for the later passages.
2. **READ IDEAS NOT WORDS.** A good reader does not move slowly, one word at a time. He reads phrases. He reads sentences. He reads ideas. He recognizes subjects...their actions...and their results. He recognizes main ideas and sees how they are supported and how they are organized.
3. **USE CONTEXT CLUES TO UNDERSTAND DIFFICULT WORDS.** Many times when we read a passage, we will find words whose meaning is not clear. Luckily, the sentence that the word is in and the other sentences in the passage

will often provide information that helps to explain what that word means. We call this information CONTEXT CLUES. There are many types of context clues and with them we can increase our understanding of particular words and thereby increase our general understanding of the passage.

A FULL DISCUSSION OF CONTEXT CLUES WILL BE GIVEN IN THE VOCABULARY REVIEW SECTION.

➤ Study Tip **SCAN TO ANSWER QUESTIONS**

Once we have completed steps 1 and 2, we can then begin to deal with the reading material.

WHAT IS SCANNING?

Scanning is a quick way of finding specific words in a passage. Those specific words mark the location in the passage where we can find the information we need to answer a question. SCANNING IS NOT READING! When we scan, our eyes move very quickly through the sentences and paragraphs. We have only one purpose: find the KEY WORD. Once we have found the key word, we begin to read for the information we need to answer the question.

Let's look at a passage.

There are many important resort areas in the state of New Jersey. They include popular ski areas in the northern part of the state, and the river and forest wilderness of the pinelands in the central region, but both these areas draw a relatively small number of tourists compared to the coastal resorts which attract millions each year to their beaches for sand, sea and sun. Probably the best known of these resorts are Long Beach Island, which provides activity for the whole family; Atlantic City, whose casinos provide the excitement of gambling and nightlife; and Cape May, a small town which has carefully preserved its rich history and architecture, and which is today home to some of the finest restaurants in the country.

KEY WORDS IN QUESTIONS WILL INDICATE WHERE TO LOOK FOR ANSWERS!

Examples:

1. **The pinelands is famous for what physical features?**
2. **A family man would probably choose which beach resort?**
3. **A gourmet would probably choose which beach resort?**

Scan quickly through the passage and find where the key words are located. The information needed to answer each question is nearby. Repeat the key word in your mind as you scan.

Let's look at the passage again. The key words will be in bold face and the essential

information will be underlined.

There are many important resort areas in the state of New Jersey. They include popular ski areas in the northern part of the state, and the river and forest wilderness of the pinelands in the central region, but both these areas draw a relatively small number of tourists compared to the coastal resorts which attract millions each year to their beaches for sand, sea and sun. Probably the best known of these resorts are Long Beach Island, which provides activity for the whole family; Atlantic City, whose casinos provide the excitement of gambling and nightlife; and Cape May, a small town which has carefully preserved its rich history and architecture, and which is today home to some of the finest restaurants in the country.

QUESTION #1: Once we find the key word "pinelands," we can quickly find the answer. "Physical features?"

ANSWER: "river and forest wilderness."

QUESTION #2: A "family man" wants a resort which provides activities for the "whole family."

ANSWER: "Long Beach Island" provides those activities.

QUESTION #3: The first two questions were fairly easy to answer, but the last question required you to know what a "gourmet" is. The key word "gourmet" is never mentioned in the passage, but if you know what the word means: a person who is an expert in fine food and dining, then scanning still provides the answer. We see "the finest restaurants" and we know these would interest a gourmet.

ANSWER: "Cape May...home to some of the finest restaurants" provides our answer.

CONCLUSION: The three basic techniques which we have discussed will help you to read with greater speed and comprehension, and they will provide you with effective ways to answer the questions which the reading portion of the TOEFL TEST will ask. BUT to be fully prepared for this section of the test, it is essential that you develop an understanding and a familiarity with the types of questions you will be asked and to practice the use of our reading techniques upon them.

II. BASIC QUESTIONS

Let's look at six basic questions asked on the test.

BASIC QUESTION 1 WHAT IS THE MAIN IDEA OF THE PASSAGE?

Good writing is carefully organized around an important idea. This idea controls all of the other ideas within the passage. Sometimes this main idea is clearly stated in one or two sentences in the passage BUT not always. Sometimes it is not directly mentioned in the passage at all.

Marge sure knows how to have a party. I got there at nine o'clock and the place was already jumping. People were laughing and shouting as waiters ran back and forth from the kitchen with trays loaded down with lobster and caviar. A Mexican band was performing on the patio and a long line of people were doing the "conga." I didn't see who was the first person to jump into the pool with his clothes on, but before long everyone at the party had joined in. People tell me it was around midnight when Michael Jackson showed up, but I really couldn't tell you for sure. I don't remember anything after that French girl and I opened our second bottle of champagne in the jacuzzi.

One main idea controls all of the facts, examples and discussion in this passage:

Marge's party was a lot of fun.

In this passage the first sentence "Marge sure knows how to have a party." gives us a very clear indication of what that main idea is, but it is not exactly the main idea. Marge's general ability to plan and give parties is not the central idea. The main idea of a passage will sometimes be stated in the first or second sentence of the passage.

Many times the main idea is not directly stated in the passage. But even without that first sentence the main idea is clear.

LOOK AT THE EXAMPLES PRESENTED:

...the place was jumping...people laughing and shouting...trays loaded with lobster and caviar...a Mexican band...people dancing...people jumping into the pool...and Michael Jackson too.

All of these examples point to only one central idea: THE PARTY WAS FUN!

LET'S LOOK AT ANOTHER EXAMPLE.

Life in Colorado was changed overnight by the gold rush of 1859. Miners needed supplies and, at first, depended upon the foodstuffs imported from the Midwest. Flour cost as much as $50 a barrel, but hungry miners were willing to pay these inflated prices. Further, because many of these Fifty niners had farming backgrounds, they turned to agriculture after they were unable to survive in the mines. These people found the land fertile and began to farm the land. They did not plant crops for survival but rather to sell. At this point agriculture in Colorado changed from subsistence to commercial farming.

The first sentence of this paragraph gives us important information about the central idea, but it is not the central idea. The first sentence is too general. Read the passage again and try to decide what idea controls the discussion. **Be specific!**

Yes, "Life in Colorado was changed by the gold rush," but the passage does not discuss all the ways "Life" was changed. The passage discusses only one aspect of life in Colorado

which changed agriculture.

The controlling idea is

Farming in Colorado was changed suddenly by the gold rush.

Let's look at the important supporting ideas.

Life in Colorado was changed overnight by the gold rush of 1859. Miners needed supplies and, at first, **depended upon the foodstuffs imported** from the Midwest. **Flour cost** as much as $50 a barrel, but **hungry miners were willing to pay** these inflated prices. Further, because many of **these Fifty-niners had farming backgrounds,** they **turned to agriculture** after they were unable to survive in the mines. These people found the **land fertile** and **began to farm** the land. They **did not plant crops** for survival but rather to sell. At this point **agriculture in Colorado changed** from subsistence to **commercial farming.**

All of these supporting ideas point in only one direction.

NOT: Life in Colorado
NOT: The gold rush
NOT: Farming in Colorado
BUT: ...HOW FARMING WAS CHANGED BY THE GOLD RUSH IN COLORADO

REMEMBER! The FIRST and LAST sentences of each paragraph are very important. They usually point towards the main idea.

Once we know what the main idea is, we will be able to answer many questions.

The TOEFL reading comprehension exam uses information connected to the MAIN IDEA to ask many different types of questions.

EXAMPLES:

1. WHAT WOULD BE A GOOD TITLE FOR THE PASSAGE?

   A. Farming in Colorado
   B. The Gold Rush of '59
   C. The Real Gold Grew Out of the Ground
   D. Go West, Young Man

All of these ideas are connected to the passage, but only one is a good title. To choose the best answer we must know that the main idea is not farming, nor the gold rush but the relationship between the two. The best title is (C) because it mentions both.

2. WHAT IS THE AUTHOR'S MAIN PURPOSE?

   A. To discuss Colorado's interesting history.
   B. To show that farming is sometimes better than mining.
   C. To show that the Gold Rush was an exciting time to be alive.
   D. To show the effects of the Gold Rush upon agriculture in Colorado

All of these ideas were in the passage, but only one of them was the main purpose. The author's main purpose is always to clearly express and to support his main idea. The main purpose of this passage is (D).

RELATED QUESTIONS:

WHAT IS THE SUBJECT OF THE PASSAGE?
WHAT IS THE TOPIC OF THE PASSAGE?
WHAT IS THE EMPHASIS OF THE PASSAGE?
WHAT IS THE CONTROLLING IDEA?

THE ANSWER TO ALL OF THESE QUESTIONS CAN BE FOUND IN THE MAIN IDEA.

BASIC QUESTION 2 WHAT SPECIFIC FACTS WERE STATED IN THE PASSAGE?

LET'S LOOK AT AN EXAMPLE.

Coral reef communities are normally classified in two ways: live bottom or patch reef. The live bottom community, also known as hardground, is generally found closest to shore in tidal passes, under bridges, and short distances seaward of the intertidal zone. It usually occupies fossil reef formations, limestone, and other rocky substrates. Animal and plant life are not consistent from reef to reef, but are usually visually dominated by octocorals, algae and sponges.

This passage appears to be quite difficult. The reason it appears so difficult is because of the technical words which it uses. It is not necessary to know every word in a passage in order to understand it.

WHAT DO WE KNOW ABOUT THE PASSAGE?

READ THE PASSAGE AGAIN AND SEE IF YOU CAN ANSWER THESE QUESTIONS.

1. What is the GENERAL SUBJECT of the discussion?
2. How many types of reef communities are there?
3. Which type of reef community is discussed?
4. Where is this type of reef found?
5. What does it occupy?
6. What plants and animals dominate?

To read with understanding it is necessary to understand how a basic sentence in written English works.

There is a SUBJECT and there is a VERB.

The SUBJECT is	a person	The VERB is	an action
	a place	or	a state of being
	a thing		

To put it simply: SOMEONE OR SOMETHING DOES SOMETHING!

or

SOMEONE OR SOMETHING IS SOMETHING!

"Bob eats hamburgers."
Who? BOB
Bob does what? EATS SOMETHING
Eats what? HAMBURGERS

"Bob is a policeman."
Who? BOB
Bob does what? IS
Is what? POLICEMAN

Every sentence contains at least one idea. To understand that idea we must know what the subject IS and what the subject DOES.

Let's look at the passage again. The subjects will be shown in bold face and the verbs will be underlined.

Coral reef communities are normally classified in two ways: live bottom or patch reef. **The live bottom community**, also known as hardground, is generally found closest to shore in tidal passes, under bridges, and short distances seaward of the intertidal zone. **It** usually occupies fossil reef formations, limestone, and other rocky substrates. **Animal and plant life** are not consistent from reef to reef, but are usually visually dominated by octocorals, algae and sponges.

Understanding this passage is much easier now even with the technical vocabulary. Try answering these questions:

1. How are reef communities classified?
2. Where is the live bottom community found?
3. What does it usually occupy?
4. What types of plants and animals visually dominate the reefs?

IF WE UNDERSTAND THE SUBJECT AND THE VERB OF EACH SENTENCE, THE INFORMATION THAT FOLLOWS IS EASIER TO UNDERSTAND EVEN WHEN THE VOCABULARY IS VERY DIFFICULT.

Let's look at the passage again. This time we will look for the important information which follows the verbs. The verbs will be underlined and the factual information will be in bold face.

Coral reef communities are normally classified in two ways: **live bottom or patch reef.** The live bottom community, also known as hardground, is generally found **closest to shore in tidal passes, under bridges, and short distances seaward of the intertidal zone.** It usually occupies **fossil reef formations, limestone, and**

other rocky substrates. Animal and plant life are not consistent from reef to reef, but are usually visually dominated by octocorals, algae and sponges.

OUR QUESTIONS ARE ANSWERED!

1. How are reef communities classified?
   Live Bottom or Patch Reef.
2. Where is the live bottom community found?
   In tidal passes, under bridges, and seaward of the intertidal zone.
3. What does it usually occupy?
   Fossil reef formations, limestone, and rocky substrates.
4. What types of plants and animals visually dominate the reefs?
   Octocorals, algae, and sponges.

BY UNDERSTANDING THE STRUCTURE AND ORGANIZATION OF A SENTENCE, WE CAN UNDERSTAND THE IDEA IT EXPRESSES EVEN WHEN THE MEANING OF MANY WORDS IN THAT SENTENCE IS UNCLEAR.

BE CAREFUL OF REVERSE QUESTIONS!

What is a "reverse question"?

Many times the questions will ask not only what was discussed but also what wasn't discussed. Let's look at an example.

Chicago, the windy city, as it is sometimes called, has always possessed its own unique style. Its citizens are justly proud of its long, glorious and slightly notorious history. Its reputation, deservedly or not, is known throughout the world. Mention Al Capone, Prohibition, or a mobster with a machine gun and only one City comes to mind.

A reverse question would ask you this:

According to the passage, Chicago's history has NOT been

A. developed over many years.
B. filled with glory.
C. somewhat notorious.
D. carefully recorded.

Our key word is "history." When we scan quickly for the word, we see that it is described as "long, glorious and slightly notorious." The choices we are given have been slightly changed, but we can see (A), (B) and (C) are used in the passage to describe Chicago's history. (D) "Carefully recorded" has NOT been mentioned. It is the correct choice.

Let's try another question.

According to the passage, Chicago quickly comes to mind to people all over the world EXCEPT when you mention

A. windy city.
B. Al Capone.
C. Prohibition.
D. gangsters.

The key words in this question are "all over the world." Three examples are mentioned after this phrase. They are (B), (C) and (D). (A) "windy city" is mentioned at the beginning of the passage but it is not a specific example which causes people throughout the world to think of Chicago. (A) is correct.

NEXT QUESTION, PLEASE!

BASIC QUESTION 3 WHAT NEW IDEAS CAN BE INFERRED FROM THE PASSAGE?

In question 2 we were asked to find facts, data, and other types of information which were stated in the passage. But in basic question 3 we have to take the next step. We have to develop new ideas which are based upon the facts that we have read. These new ideas are called INFERENCES.

Let's look at an example.

THE SMOKING GUN!

FACT: Mr. Murphy was found dead on the kitchen floor

FACT: There was a bullet hole in his chest.

WE KNOW THIS INFORMATION IS CORRECT.

Do we know for sure that he was killed by the bullet?

Be careful!

WHEN WE MAKE AN INFERENCE, WE HAVE TO STUDY THE FACTS CAREFULLY AND DECIDE WHAT NEW IDEA CAN BE FORMED.

From the facts that we know, decide which inference concerning Murphy's death would be most reasonable.

INFERENCE 1: Murphy was shot and killed by a bullet to the chest.

INFERENCE 2: Murphy was shot in the chest and was probably killed by that bullet.

INFERENCE 3: Murphy was shot and now he is dead.

The only difference between 1 and 2 is the word "probably."

If you chose 2, then you are correct.

What's wrong with 1?

Well ...do we know for sure that the bullet killed him? NO!

Do we know for sure he was alive when he was shot? NO!

The problem with 1 is that it leaves no room for questions or possibilities and there are both.

Number 2 is a good inference because it uses the correct word "probably" to describe the relationship between the facts.

Inference 3, "Murphy was shot and now he is dead." was a trick!

IT IS NOT REALLY AN INFERENCE. Number 3 does not give us new information. It only gives us the facts which we already knew. An inference must give us new information.

Let's read the whole story and YOU BE THE JUDGE

THE SMOKING GUN!

Mrs. Brown, who lives in the apartment next to the Murphys', was watching the eleven o'clock news as usual when she heard what sounded like gunshots from the apartment next door. She told the police, "Oh, it was a terrible noise and it sounded just like a gunshot. I was frightened to death. I didn't know what to do. I just sat there like a rock for several minutes listening before I went to wake up my husband, who's always in bed by nine. I was in the bedroom shaking him, trying to wake him up when the second gunshot was fired. My God, the noise even rattled the open windows. Finally he sat up in bed and looked at me. I told him what I had heard and asked him if we should call the police. He didn't want to call the police until he was sure something was really wrong. 'Come on, woman! Let's see if everyone is okay,' he said. The door to their apartment was open. My husband called out, 'Mr. Murphy?' I heard Mary, I mean Mrs. Murphy, say, 'In here.' When we walked into the kitchen, we saw her, poor dear. She was standing there over his body with a gun in her hand. He lay there in a pool of blood. If you ask me, I say the dirty rat got what he deserved. My husband called the police immediately."

When we look at a statement of fact, we can say that it is either TRUE or FALSE. But when we look at an inference, we have to judge it in a different way. We can say that it is:

ALMOST CERTAIN	The world will not end tomorrow.
VERY PROBABLE	It will rain in New York this summer.
PROBABLE	You will lose you car keys someday.
POSSIBLE	You will meet a movie star.
UNLIKELY	You will live to be 90 years old.
VERY UNLIKELY	You will live to be 100 years old.
ALMOST IMPOSSIBLE	You will win the lottery this week.

Let's look at several inferences connected to the passage and decide if they are weak or strong.

INFERENCE: Mr. Brown wakes up earlier than Mrs. Brown most mornings

PROBABLE WHY? We know from the passage that she stays up and watches the eleven o'clock news most nights. We know that he is asleep by nine o'clock. He probably wakes up earlier.

INFERENCE: Mrs. Brown and Mr. Murphy were best friends.

VERY UNLIKELY WHY? Look at Mrs. Brown's last statement. "If you ask me, I say the dirty rat got what he deserved." Mrs. Brown is not sad about the death. She call Mr. Murphy a "dirty rat."

DIRECTIONS: Look at the inferences listed below and decide if they are weak or strong. Find clues from the passage to support your ideas.

1. Mrs. Brown would be a good person to have with you in an emergency.
2. Mr. Brown would be a good person to have with you in an emergency.
3. We can be fairly sure that the second shot was fired several minutes after the first.
4. The murder happened on a winter night.
5. Mr. Brown and Mr. Murphy were close friends.
6. Mrs. Brown and Mrs. Murphy were close friends.
7. Mr. Brown is a cautious man.
8. Mr. Brown saw smoke coming out of the gun that Mrs. Murphy was holding.
9. Mrs. Murphy was in a state of shock when they found her.
10. Mrs. Brown knows a lot more about the Murphys and their problems than she tells the police.

Let's discuss each inference and the information from the passage which shows it to be weak or strong.

INFERENCES:

1. UNLIKELY/VERY UNLIKELY Mrs. Brown would NOT be a good person to have with you in an emergency. When she heard the gunshot, she says, "I was frightened to death. I didn't know what to do. I just sat there like a rock for several minutes..." In an emergency people have to make decisions quickly and then to act quickly. Mrs. Brown is not able to do either.
2. PROBABLE/VERY PROBABLE Faced with a dangerous situation Mr. Brown was able to quickly make a decision and to act upon that decision. He didn't want to call the police until he had the facts. Once he saw Mr. Murphy dead on the floor, he immediately called the police

3. UNLIKELY The inference says, "We can be fairly sure that the second gunshot was fired several minutes after the first." The key phrase in this inference is "fairly sure." Can we be fairly sure? No, we can't! The only evidence we have is what Mrs. Brown tells us. She says it was several minutes but we can't be sure that she is correct. We know that the first gunshot surprised and frightened her. She was so upset that she could hardly move. Being in such a state of fear, it would be difficult for her to judge accurately the passage of time. It may have seemed like a few minutes to her, but it could have been a much longer or much shorter period of time.

4. UNLIKELY There is only one small clue to indicate what season of the year it is. Did you find it? Mrs. Brown gives the clue when she says, "My God, the noise (of the gunshot) even rattled the open windows." If the windows are open, then it is unlikely that it is winter.

5. VERY UNLIKELY There is no real discussion concerning the relationship between the two men, but we can still be very sure that they were NOT good friends. When the Browns go next door to see what is wrong, Mr. Brown pauses at the door and calls out, "Mr. Murphy?" In American culture when good friends are speaking to one another, they almost never use each other's family name when calling out to them.

6. PROBABLE There are many indications of their friendship. Mrs. Brown refers to her as "Mary" and when they come into the kitchen with Mr. Murphy dead on the floor, she is not worried about him but rather her. "We saw her, poor dear," she says. "Poor dear" was holding a gun but the "dirty rat" is dead on the floor. If they were not close friends, her reaction would have been completely opposite.

7. POSSIBLE This is a difficult problem to judge because we are given information that could point in two different directions. He hesitates to call the police until he is really sure that something is wrong. This indicates some caution. But then he says, "Come on, woman! Let's see if everyone is okay." He says this just after his wife has told him she heard gunshots. A cautious man probably would not have done this. The inference is possible but we can't be sure.

8. VERY UNLIKELY Smoke comes out of the barrel of a gun for only a few seconds after it is fired. Mr. Murphy is still asleep when the second shot is fired. They then have to get up and walk to the next apartment, stand and call at the door, and walk through the living room into the kitchen before they see the gun. This would indicate a minimum of one minute and most likely two or three. By that time it is very unlikely that smoke could still be seen.

9. UNLIKELY There is very little evidence to describe her mental and emotional condition either way. The only real clues we have that she is NOT in a state of shock come from several facts. When Mr. Brown calls out, she answers him in a reasonable way, "In here." We see her standing over the body. She is not crying or moaning. She is simply standing there. We can't be sure, but she DOES NOT APPEAR to be in a state of shock.

10. VERY PROBABLE We know that they are next-door neighbors. Mrs. Brown could probably hear them when they had an argument. It appears that she and Mrs.

Murphy were good friends and good friends tell each other their problems. But the strongest clue comes when Mrs. Brown says, "If you ask me, the dirty rat got just what he deserved." She has formed a very strong opinion about Mr. Murphy, so strong in fact that she says he deserves to die. If she did not know a lot more about them and their problems, she would not have formed such a strong opinion.

NEXT QUESTION, PLEASE!

BASIC QUESTION 4 WHAT MIGHT BE DISCUSSED BEFORE OR AFTER THIS PASSAGE?

This is a very difficult question for most students to answer. The reason why it is so difficult is that most students never ask themselves this question. Their major problem is understanding the passage which is difficult enough all by itself. Why should they think about "What might come before?" or "What might come next?"?

➤ Study Tip **ALL GOOD WRITING FOLLOWS A PATTERN!**

The purpose of writing is to express ideas. Many times those ideas are complicated. Good writers know that their ideas have to be CAREFULLY ORGANIZED.

Is there only ONE WAY to organize ideas?

No! There are many ways.

Let's look at some examples.

PROBLEM: Imagine you have a brother whom you love very much but whom you haven't seen for many years. In the years you have been away you have become very rich. You are flying home for his birthday party and you have decided to buy him three presents:

A. a beautiful watch

B. a trip to Hawaii

C. a brand new Mercedes-Benz 540 sport coupe

You want him to enjoy his party and you want him to appreciate each of his presents, but you can't decide which gift to give him first, which second and which last.

YOU HAVE GOT TO GET ORGANIZED!

There is only one effective way to give him the presents. Decide which present should be given first and so on.

REMEMBER! We want him to appreciate all three gifts.

The gifts must be organized this way:

First the watch
Second the trip
And last the Mercedes

What happens if we give the trip first? Your brother will love it. But how will he feel when he gets the watch next? He will feel let down because the first gift was better than the second. The pattern has to follow from good to better to best.

This pattern is called ORDER OF IMPORTANCE. In this example it moves from least important to most important.

➤ Study Tip

THE PATTERN IS LOGICAL! THE ORGANIZATION MAKES GOOD SENSE.

PROCESS

PROBLEM: Your aunt Mary went to Florida to see her sister. Uncle Harry, her husband, is having his boss come over for dinner. Unfortunately, Uncle Harry is a terrible cook. He calls you for help. You know a wonderful way to make lasagna. How do you explain it to him so he can prepare it properly? How do we organize the steps?

Making lasagna is a PROCESS. There is only way to organize a process: STEP BY STEP.

What is done first?
What is done second?
What is done next?
And so on until the process is complete.

➤ Study Tip

THERE ARE MANY WAYS TO ORGANIZE IDEAS. WE MUST BE ABLE TO RECOGNIZE THE PATTERN. ONCE WE UNDERSTAND THE PATTERN, IT IS EASY TO KNOW WHAT WOULD COME BEFORE AND WHAT WOULD COME AFTER!

Let's look at the most common patterns of organization.

Probably the most common way to organize ideas is the pattern called:

GENERAL TO SPECIFIC which is to say from Large Idea to Small Idea.

Situation: The year is 2345 and you are visiting a faraway planet. You have met a resident of this planet and you have become friends. You want to tell him about your home town. His only knowledge of earth is its general location in the universe. Where do you begin your discussion?

Begin with the general and move to the specific.

1. OUR SOLAR SYSTEM
2. OUR EARTH
3. CONTINENT

4. COUNTRY
5. STATE
6. CITY
7. STREET
8. HOUSE
9. ROOM

If the passage is moving from GENERAL TO SPECIFIC, then we can determine what would be discussed before and after the passage.

A passage discussing California would probably have a discussion about the United States coming before it, and the passage would probably be followed by a discussion of cities in California.

CAUSE AND EFFECT

This is another common method of organization. It would follow this pattern:

General Discussion Problem or Situation > Discussion of Causes > Discussion of Effects > Discussion of Solutions

If the subject of the passage is the EFFECTS OF DRUG ABUSE, then a discussion of its causes would have come before and possible solutions would be discussed after the effects.

COMPARE AND CONTRAST

Usually you don't have one without the other.

When we compare, we examine how two things are similar or the same.

When we contrast, we examine how two things are different.

Usual PATTERN: DISCUSSION OF LIKENESSES THEN DISCUSSION OF DIFFERENCES

THERE ARE MANY DIFFERENT WAYS TO ORGANIZE INFORMATION. WE HAVE DISCUSSED THE MOST COMMON METHODS. THERE ARE OTHER METHODS BUT THEY ALL FOLLOW A PATTERN. THE PATTERN WILL BE LOGICAL. IT WILL MAKE SENSE.

THINK LOGICALLY:

General to Specific
Most to Least
Least to Most
Large to Small
Small to Large
Far to Near
Left to Right
Cause to Effect
Step by Step

Compare to Contrast
Morning to Night

FIND THE PATTERN OF IDEAS and the rest is easy!

NEXT QUESTION, PLEASE!

BASIC QUESTION 5 WHAT IS THE AUTHOR'S ATTITUDE TOWARDS A SUBJECT?

The author, like any person, has an opinion about a subject.

He or she might consider it to be: right or wrong, good or bad, sad or happy, wise or silly. Very seldom do we have an opinion of something without having some emotional feeling concerning the same subject. The emotional feeling can be strong or weak or anywhere in between.

An author's attitude is this combination: OPINION and EMOTION.

HOW CAN WE RECOGNIZE THE AUTHOR'S ATTITUDE?

There are two types of clues:

1. The selection of specific facts mentioned in the passage.
2. Choice of specific words used in the passage.

CLUE 1: An author will select those facts and examples which SUPPORT his or her ideas and opinions.

Let's look at an example.

Situation : Roger and Mary were happily married for many years. Their children are all grown and have moved out of the house. With the children gone, Mary felt bored and lonely and that her life was without purpose. She wanted to find a job but Roger told her that was silly since he earned a good living and he didn't want people to think that he couldn't support his family. Sitting around the house all day with nothing to do but eat and watch television, Mary began to put on weight. She would have a drink before dinner. Roger had been under a lot of pressure at his job. He spent long hours at work and when he got home, he was too tired to do anything but eat and go to sleep. Some nights he would have to work late and when he got home he found Mary almost drunk. They began to argue constantly. Last month they got a divorce. Who is to blame?

MARY'S OPINION: Roger is to blame for the divorce.

ROGER'S OPINION: Mary is to blame for the divorce.

There are facts to support each opinion but a writer will select those facts which help show his opinion is strong. Here are some facts. Look at them carefully and decide which opinion they support.

FACTS:

1. Mary was gaining weight and not taking care of her appearance.

2. Roger didn't try hard enough to understand Mary's problems.

3. Roger was under a lot of pressure at work.

4. Roger never wanted to do anything after work.

5. Mary was often drunk when Roger came home.

6. Everyone has the right to try to enjoy themselves.

7. Roger had to work long hours; he needed to rest when he got home.

8. Roger's pride made Mary's life empty.

THESE FACTS DON'T CHANGE BUT EACH SIDE IN THE ARGUMENT SELECTS ONLY THOSE FACTS WHICH SUPPORT ITS OPINION.

MARY'S OPINION: 2, 4, 6, 8   ROGER'S OPINION: 1, 3, 5, 7

CLUE 2: Determining an author's attitude comes from the specific words chosen to be used in the passage.

An author has many words to choose from when stating his ideas. His attitude towards a subject will determine which word he will select.

DIRECTIONS: Look at some examples and decide what are the authors' attitudes concerning the same subject: SNAKES.

Author 1 "Like a thin ribbon of many colors, it glides softly through the grass and calmly disappears before our eyes."

Attitude?

Author 2 "The cold beady eyes of the deadly assassin are watchful. It lurks hidden, ready to strike and devour its prey."

Attitude?

Author 3 "This limbless scaled reptile has a long tapering body. One of its many unusual characteristics is that it is known to exist in all types of habitat except for the polar regions."

Attitude?

WHO HATES SNAKES?

WHO LOVES SNAKES?

WHO CONSIDERS THEM AN INTERESTING SUBJECT FOR STUDY?

Read the sentences again and notice the highlighted words.

Author 1 "Like a thin ribbon of many colors, it glides softly through the grass and

calmly disappears before our eyes."

Author 2 "The cold beady eyes of the deadly assassin are watchful. It lurks hidden, ready to strike and devour its prey."

Author 3 "This limbless scaled reptile has a long tapering body. One of its many unusual characteristics is that it is known to exist in all types of habitat except for the polar regions."

Each author chose different words to refer to the snake.

1. **thin ribbon**
2. **deadly assassin**
3. **limbless scaled reptile**

How is the snake described?

1. **many colors...glides softly...calmly disappears**
2. **cold beady eyes...lurks hidden...strike and devour**
3. **long tapering body...unusual characteristics...exists...habitat**

Author 3 gives us the scientific facts. The only opinion that he gives is that the snake has "many unusual characteristics" which can indicate to us that he finds snakes INTERESTING.

ATTITUDE: SNAKES ARE SCIENTIFICALLY INTERESTING.

Author 1 and Author 2 have two completely different attitudes.

Author 1 has chosen words to show that the snake is a beautiful creature with graceful movements.

"thin ribbon...many colors...glides softly...calmly disappears"

ATTITUDE: SNAKES ARE WONDERFUL CREATURES.

Author 2 has chosen words to make the snake appear dangerous and evil.

"cold beady eyes...deadly assassin...lurks hidden...strike and devour"

ATTITUDE: SNAKES ARE TERRIBLE CREATURES.

Study Tip

WE KNOW THAT AN AUTHOR'S ATTITUDE WILL CONTROL THE SELECTION OF FACTS THAT ARE DISCUSSED AND THE SELECTION OF WORDS THAT ARE USED. BY EXAMINING THOSE FACTS AND THE CHOICE OF WORDS WE CAN DETERMINE HIS ATTITUDE.

manners. In addition to this, he was an insult to the olfactory sense of anyone who by bad luck happened to have a nose.

The grammatical structure of first sentence shows us that "odious" is an adjective which modifies "habits." If we know something about these "habits," we will have a good clue towards understanding "odious."

What specifically are the habits?

1. Scratched
2. Belched
3. Spit

How would you describe these habits?

How would you feel if you had to watch someone doing this every day?

By answering these questions we begin to see that these habits are "Not nice." But when we look at the answer choices, we see that all of the choices are "not nice." We need to be more specific and more exact.

In the first sentence, his "habits" are described as "disgusting to strangers and co-workers." The second sentence says, "nasty gestures."

When we look at the answer choices, we are able to eliminate certain ones.

D. Foul smelling. At the end of the passage there is a discussion about how Mr. Brown smells but this is not related to his habits and has nothing to do with "odious." It is incorrect.

B. Evil. This choice is too strong. "Evil" causes harm or injury to others. His habits cause unhappiness to those around him but they do not cause harm or injury. It is incorrect.

We have to decide which word is best: unpleasant or hateful. Both are related to "odious" in meaning but one is a much better replacement. The most important context clues are "disgusting and nasty" and the examples themselves. A disgusting and nasty habit such as spitting is more than "unpleasant"; the correct answer is "Hateful."

Try another example on your own.

In the last sentence of the passage, what does the word "olfactory" mean? There are several context clues to help you understand its meaning. Read the sentence carefully.

This is only a brief discussion of how we can use context clues to discover the meaning of words. In the vocabulary Review Section we will discuss with explanations and

BASIC QUESTIC. 6 WHAT IS THE MEANING OF THE UNDERLINED WORD OR PHRASE?

The reading portion of the TOEFL TEST will ask you questions related to the meaning of specific words in the passages. These questions are very similar to the questions you will face in the vocabulary portion of the test.

THE QUESTIONS WILL ASK YOU TO CHOOSE A SUITABLE REPLACEMENT FOR AN UNDERLINED WORD OR PHRASE.

Let's look at a passage.

Mr. Brown's odious habits were disgusting to strangers and even more so to his co-workers who, day after day, were forced to watch and listen as he scratched, belched, and spit. He was a walking collection of nasty gestures and poor manners. In addition to this, he was an insult to the olfactory sense of anyone who by bad luck happened to have a nose.

A replacement question might ask:

1. In the first sentence, the word "odious" could best be replaced by which of the following?

   A. Unpleasant
   B. Evil
   C. Hateful
   D. Foul smelling

Vocabulary questions such as the one above can be answered in two different ways:

1. Using our knowledge of vocabulary.
2. Using context clues to discover the meaning of an unknown word.

You might know simply by looking at the word "odious" that it means: deserving hatred or repugnance. But this will NOT usually be the case. The meaning of many words will be unclear to you, but there are ways to solve this problem. There are many context clues given in the passage which help us to understand what the word means.

> ➤ Study Tip
>
> **CONTEXT CLUES CAN COME IN MANY FORMS: THE IDEAS, FACTS, EXAMPLES AND GRAMMAR WHICH SURROUND THE WORD WHOSE MEANING WE SEEK TO UNDERSTAND.**

Let's look at the passage again.

Mr. Brown's odious habits were disgusting to strangers and even more so to his co-workers who, day after day, were forced to watch and listen as he scratched, belched, and spit. He was a walking collection of nasty gestures and poor

examples all of the various context clues.

III. ADDITIONAL STUDY TIPS

It is impossible to include in any review a discussion of all the problems which may face a student taking the TOEFL Test, but there are elements in the test that we can be sure will appear.

Two different ideas are often joined together in one sentence. The word that joins these two ideas expresses their relationship to one another. TO INCREASE COMPREHENSION, IT IS ESSENTIAL TO UNDERSTAND THAT RELATIONSHIP, BUT THAT CAN ONLY BE DONE WHEN WE UNDERSTAND THE MEANING OF THE CONNECTING WORD.

SIMPLE CONNECTORS: The most simple of the two types of connectors are called "coordinating conjunctions." Most students will easily recognize and understand the meaning of these basic connectors:

AND	OR	BUT
FOR	SO	YET
NOR		

"AND" means the addition of both ideas.

Example: Bob and Sally went to the party. (These two people went to the party.)

"OR" means there is a choice of only one.

Example: Bob or Sally will go to the party. (Only one person will go. If Bob then not Sally. If Sally then not Bob.)

"BUT" and "YET" have the same basic meaning. They both are used to show the differences in the ideas being joined.

Example: Fred has a lot of money, but his car is very old. (We know that Fred has a lot of money. We expect his car to be new. His car is not new. These ideas contrast with one another. They are different ideas.)

"FOR" and "SO" are opposites which are used to show the correct relationship between a cause and an effect. There are two possibilities:

CAUSE	SO	EFFECT
EFFECT	FOR	CAUSE

Example: Marta broke her leg so she went to the hospital.

CAUSE EFFECT

Example: Jose worked day and night for he needed money badly.

EFFECT CAUSE

"NOR" performs the same basic function as "AND" but it is used with negative ideas.

Example: Bob will go home and Mary will too.

Example: Bob will not go home nor will Mary.

CONFUSING CONNECTORS: While most students recognize and understand these conjunctions, they are often confused by the connectors we call: conjunctive adverbs. But there is an easy way to understand what they mean because most of them share a common meaning with one of the seven basic conjunctions. For example the connector "nevertheless" serves the same basic function as "but."

The lists below will group the confusing connectors which share a common meaning with one of the simple connectors.

AND	BUT/YET	SO
ALSO	HOWEVER	CONSEQUENTLY
BESIDES	NEVERTHELESS	HENCE
FURTHERMORE	NONETHELESS	THEREFORE
MOREOVER	STILL	THUS
IN ADDITION	ALTHOUGH	ACCORDINGLY

A clear understanding of how modals function to change the meaning of a sentence is essential for developing your reading comprehension.

Let's look at a basic sentence and see how it and its meaning will change with the addition of a modal.

BASIC SENTENCE:	ERIC FLIES AIRPLANES.
ABILITY:	Eric can fly an airplane.
POSSIBILITY:	Eric could fly an airplane.
SLIGHT POSSIBILITY:	Eric may fly an airplane. Eric might fly an airplane.
PERMISSION:	Can Eric fly the airplane? Could Eric fly the airplane? May Eric fly the airplane? Might Eric fly the airplane?
OBLIGATION:	Eric should fly an airplane. Eric ought to fly an airplane.
NECESSITY:	Eric must fly the airplane. Eric has to fly the airplane.
PROHIBITION:	Eric must not fly the airplane.
NO NECESSITY:	Eric does not have to fly the airplane.
INFERENCE:	Eric must fly an airplane since he is a pilot.
PREFERENCE:	Eric would rather fly an airplane than drive a bus.

VOCABULARY

This portion of the test measures your knowledge of English vocabulary. There are usually 30 questions in this section of the test. It is important to manage your time carefully. You are allowed 45 minutes to complete both the reading and the vocabulary sections. Normally more time is required for the reading portion of the test than for the vocabulary section. It is recommended that you spend no more than 20 minutes on the vocabulary section.

The questions in this section follow one basic pattern. Each question consists of a sentence which has an underlined word or phrase. Below each sentence are four other words or phrases. You have to choose the one word or phrase that best keeps the meaning of the original sentence if it is used to replace the underlined word or phrase.

Sometimes, the meaning of the underlined word and the best choice to replace it will be clear to you, but many times the meaning of the underlined word will not be clear. To solve this problem, we can use clues inside the sentence. These clues are called "context clues." Not every sentence will provide enough clues to allow us to determine the meaning of the words, but many times they will.

I. PROBLEM SITUATIONS

In the reading portion of the test, you will face vocabulary questions similar to those in the vocabulary section. In the reading portion, you will have an advantage because you can use the entire passage to find context clues to help you understand the meaning of words which are tested. In this section, you will have a sentence with one underlined word. If you are not certain of its meaning, you can and should look for context clues, but this time you will only have one sentence in which to find them.

WHAT PROBLEMS WILL I FACE?

There are four main problem situations. We will discuss each situation and explain the strategies that can be used to manage them.

SITUATION 1

You are familiar with the underlined word. You are familiar with the answer choices. You think you know the correct choice.

➤ Study Tip

Stop! You have to be careful. A single word can have many meanings. Often, these meanings will be very similar to one another, but only one will be correct. Let's look at an example using the word "collect."

PAST HABIT:	Eric would fly his airplane every Saturday before the accident happened.
ADVISABILITY:	Eric had better fly his plane before the storm comes.

Example 1: Many animals collect seeds and nuts for the winter.
A. pick up
B. organize
C. store
D. need

Example 2: She wanted to collect her thoughts before she spoke to her boss.
A. pick up
B. organize
C. store
D. need

The correct answer for #1 is (A) "pick up." It would be very easy to choose (C) "store" because animals store food after they collect it, but it is not the best replacement. (D) "need" fits into to survive the winter, but "need" and "collect" are not synonyms. (B) "organize" makes no sense in the context of the sentence.

The correct answer for #2 is (B) "organize." Her thoughts need to be arranged and organized before she speaks to her boss. In this example, the word does not mean "pick up" as it did in the first example.

➤ Study Tip

Read through the question again and check the answer choices to be sure!

SITUATION 2

You understand the meaning of the underlined word, but you are not sure which answer choice is correct.

➤ Study Tip

There are no context clues to help us understand the meaning of answer choices. We need to deal with them quickly and to take our chances. Follow these simple rules.

1. Eliminate the choices you know are incorrect.
2. Don't choose a word because it looks like or sounds like the underlined word. These words are often used to confuse or to trick us. They are usually not the correct choice.
3. After going through steps one and two, make your best guess. Many times, your first choice will be best.
4. Don't waste valuable time.

SITUATION 3

You don't understand the meaning of the underlined word. You don't know the meanings of the answer choice.



You can often discover the meaning of a word by using context clues, but if you have no idea what an answer choice means, you face an unsolvable problem. Waste no time! Take a guess and move to the next question. Luckily, this situation will not occur.

SITUATION 4

The meaning of the underlined word is not clear, but you are familiar with the answer choices and their meanings.

➤ Study Tip

Use context clues in the sentence to help you discover the meaning of an underlined word. This is the most common problem situation you will face, and there are many ways to manage it which are explained below.

II. CONTEXT CLUES

Context clues come in many shapes and forms. They include examples, synonyms, antonyms, grammatical structures, and the general idea of a sentence or passage. What type of clue they are doesn't matter. What matters is being able to use whatever information you can to discover meaning.

DIRECTIONS: Read the examples below and underline what you think are context clues. Then try to write a definition for the underlined word.

1. The war caused tremendous turmoil but, eventually, order and calm were restored to the nation.

Definition:

2. The drug was widely used and was considered innocuous; however, recent stud indicate many harmful side-effects can occur with its usage.

Definition:

3. She had been sterilized as a young girl, so now it was impossible for her to hav children even if she wanted to.

Definition:

4. There was no malice in her heart towards the murderer, for she had forgiven hi years before.

Definition:

In the examples above, the connecting words give us information about the relationship between ideas. If we understand the relationship and we understand one idea, then we can often understand the other idea. Important context clues will be in bold face.

1. The war caused tremendous turmoil **but, eventually, order and calm were restored to the nation.**

Definition:

2. The drug was widely used and was considered innocuous; **however, recent studies indicate many harmful side-effects can occur with its usage.**

Definition:

3. She had been sterilized as a young girl, **so now it was impossible for her to have children even if she wanted to.**

Definition:

4. There was no malice in her heart towards the murderer, **for she had forgiven him years before.**

Definition:

DISCUSSION

1. The connector "but" indicates ideas that contrast or are different. The secor is "order and calm." The first idea must be different or opposite. "Turmoil disorder, chaos or confusion.

2. In this sentence we have the word "however" which functions the same way as "but," so again we have contrasting ideas. On one side, we see "harmful side effects," so on the other side we can assume there is no harm or danger. "Innocuous" means to cause no harm.

3. For connector is "so" which shows a relationship of cause-and-effect. The result or effect is that she can't have children. The cause is something which prevents having children. "Sterilized" is a medical procedure which prevents a woman from becoming pregnant.

4. "For" indicates a cause-and-effect relationship, but it is the opposite of "so." After "so" we have the result. After "for" we have the cause. What is the result of having "forgiven him?" No malice. Malice means anger, ill will or bad intentions towards someone.

➤ Study Tip **Look carefully at connecting words which can indicate the relationship between ideas.**

DIRECTIONS: Let's look at some more sentences. Again, look for context clues and then try to write a definition for the underlined word.

1. Vulgar habits, such as spitting, belching, or wiping your nose without a handkerchief, are considered most inappropriate in public.

Definition:

2. The state's most impressive attractions, including the Empire State Building, Radio City Music Hall, and the Museum of Modern Art, are the recipients of millions of eager tourists each year.

Definition:

The two sentences include examples of the underlined words.

1. Vulgar habits, such as spitting, belching, or wiping your nose without a handkerchief, are considered most inappropriate in public.

Definition:

2. The city's most impressive attractions, including the Empire State Building, Radio City Music Hall, and the Museum of Modern Art, are the recipients of millions of eager tourists each year.

Definition:

DISCUSSION

By looking at the examples that follow the underlined word, we can get a much better idea of what that word means. We see in #1 that "vulgar" is an adjective which modifies "habits." We then see the specific habits that are considered "vulgar" in public: spitting, belching, or wiping your nose without a handkerchief. These are not considered to be proper actions when done in public. Someone who does them in public does not have good manners. "Vulgar" means having the qualities of being rude, unpleasant, or disgusting.

The examples that follow "attractions," the Empire State Building, Radio City Music Hall, and the Museum of Modern Art, give us important clues. When we put these clues together with "eager tourists," we can guess that "attractions" are famous places where tourists go.

➤ Study Tip **Look for examples that follow the underlined words.**

Another important source of information can come from relative clauses. An easy way to spot them is to look for the relative pronouns that introduce them: who, whom, which, that and whose. Relative clauses provide information about the noun they modify.

DIRECTIONS: Let's look at some examples. Find the key words that introduce the clause. Underline the clause. What information does it give about the noun in front of it? Try to write a definition.

1. The gizmo, which regulates the valves and the choke mechanism, must be carefully installed.

Definition:

2. The benefactress, who gave huge sums of money to schools and hospitals in our city, died recently.

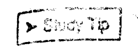
Definition:

What kind of thing "regulates the valves and the choke mechanism?"

Answer: Some kind of mechanical device.

What kind of person "gave huge sums of money to schools and hospitals"?

Answer: Someone who is very generous with her money.



There are many different types of context clues! Look at the information that surrounds the underlined words. It can help you understand the word's meaning.

Chapter Two

STRUCTURE AND WRITTEN EXPRESSION REVIEW

I. USING THE STUDY TIPS

Certain types of sentence structure errors are usually tested in the TOEFL. If you are prepared for and alert to these areas, you will have the tools needed to become more confident in taking the "Structure and Written Expression" section of TOEFL.

This review section will not give a complete grammatical review of the English language. Many excellent books have been written which analyze the structure of English and its many exceptions. It is the aim of this section to organize, in a methodical way, the strategic error-areas that you can use as a checklist when attempting to eliminate incorrect choices. English grammar can be intricate and confusing. This review section will alert you to item errors and will focus on the grammatical points tested in this section of TOEFL.

PLAN FOR TOEFL STRUCTURE AND WRITTEN EXPRESSION QUESTIONS: NINE STEP STUDY TIPS

Multiple-choice TOEFL Structure and Written Expression questions can be tricky *even if* you know the correct answer. The following Nine-Step Plan is an approach to help you methodically answer these multiple-choice questions.

STEP 1 Read the question carefully for both meaning and structure, noting any errors which you recognize immediately.

STEP 2 Think of what the answer might be before you look at the answer choices. When you think of the answer first and then find that answer among the choices, that answer is very likely to be correct.

STEP 3 Read the choices and try to select the correct answer. However, do not expect to recognize the correct answer immediately. Remember—do not panic. Your plan as a TOEFL test taker should always be to try to "figure out" the correct answer.

STEP 4 Even if you think A or B is the correct answer, thoughtfully read and consider the remaining choices so that you are absolutely certain that A or B is truly correct.

STEP 5 Eliminate incorrect choices. Have a system for noting the correct answer, possibly by circling the letter in your test booklet, and for eliminating wrong answers, possible by putting an "x" over the letter of the choice. Whatever your system is, do not make marks on the answer sheet. Write in the test booklet only.

STEP 6 Remember the five error areas that are explained in this review section. Carefully look at the whole sentence and the way it is put together.

STEP 7 Remember to assume that all punctuation, capitalization, and spelling on the test are correct, and to ignore anything that cannot be corrected by the choices offered. Sometimes we think something is an error when it is not. Perhaps that "something" in the question could have been written differently, but since it is not an error that can be corrected by one of the choices, do not waste your time.

STEP 8 Select your answer after narrowing down your choices, pick the one you think is best. Always try to eliminate choices before selecting an answer and marking it on your answer sheet.

STEP 9 If you have absolutely no idea what the correct answer may be, even after considering all the choices, guess. There is no penalty for guessing on the TOEFL test, and you have a 25% chance that the answer is correct. Guess quickly, and do not change your mind unless you have a logical reason for doing so. First guesses tend to be, at least in part, some form of analysis. If, however, in reviewing your guess you discover other considerations that suggest your first guess was perhaps not the best, then by all means change your answer.

QUESTIONS YOU MAY ASK ABOUT THE TOEFL STRUCTURE AND WRITTEN EXPRESSION SECTION

QUESTION: "WHAT TYPES OF QUESTIONS SHOULD I EXPECT?"

TYPE 1

The first 15 questions are Type 1. Type 1 is a sentence completion, multiple-choice section where you must determine what piece will complete the sentence "puzzle." You must determine whether you are looking for the form of a verb, noun, adverb, or a combination of all three.

The directions for Type 1 begin as follows: "Questions 1-15 are incomplete sentences." This means that a word or words have been taken out of the normal order of the sentence. You need to find the missing piece of the sentence.

The directions continue... "Beneath each sentence you will see four words or phrases, marked (A), (B), (C), or (D). Choose the one word or phrase that best completes the sentence."

An example will be printed after the directions and before the actual exam questions.

TYPE 2

Questions 16 to 40 are complete sentences with one word or phrase underlined. Here you do not have to select a piece to complete the sentence. Rather, you have to recognize which one of the four parts underlined is correct.

The directions for the Type 2 begin as follows: "In questions 16-40 each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D)."

The directions continue... "Identify the one underlined word or phrase that must be changed in order for the sentence to be correct."

An example will be printed after the directions and before the actual exam questions.

TEST TIME MANAGEMENT

QUESTION: "SHOULD I READ THE SECTION DIRECTIONS AND EXAMPLES?"

You will be familiar with the two types of questions by the time you complete this review section. Since the directions and sample questions are part of the timed part of the test, you should only glance at them for a few seconds to refresh your memory before you move on to the actual test questions.

QUESTION: "HOW MUCH TIME SHOULD I SPEND ON EACH QUESTION?"

You must complete 40 questions in 25 minutes. That gives you a little more than half a minute to spend on each question. The first fifteen questions, Type 1, require you to read a sentence plus four choices. You may want to spend more time on these questions because there is more reading material. The last twenty-five questions, Type 2, only require the reading of the test question. Therefore, these might require slightly less time.

You may only spend a few seconds on some questions; however, your goal should be to work at a steady pace throughout the test and then go back to the questions you may have had difficulty with.

QUESTION: "SHOULD I KEEP TRACK OF TEST TIME?"

You should use a watch to keep track of the time so that, at the end of the test section, you will not be disappointed and frustrated because you did not have the time to consider some test items.

QUESTION: "HOW SHOULD I APPROACH DIFFICULT QUESTIONS?"

All questions are worth the same number of points toward your score. You will get as much credit for an easy question on which you may spend a few seconds as you will for a very difficult question on which you may spend over a minute.

If you encounter a difficult question, eliminate choices you think are correct by putting an "x" through the letter in your test booklet. Put a question mark, "?", in front of the number of the question so that you know to go back to it after you have considered the rest of the questions. When you return to the difficult questions, don't bother reconsidering the choices you have already eliminated.

If you have made a valid attempt at answering the questions and you cannot eliminate any of the choices, guess and move on to the next question since your time is limited.

QUESTION: "SHOULD I WORK THROUGH THE SECTION WITHOUT STOPPING?"

It is very difficult to work constantly, at the same level of productivity, for the entire twenty-five minutes. The switch in types of questions, from Type 1 to Type 2, is an appropriate time for you to plan a break, perhaps a break of ten seconds, when you can raise your head, put down your pencil, take a deep breath, and relax the tense muscles in your neck, shoulders, and back.

CATEGORIES OF ERROR

Think of the TOEFL Structure and Written Expression test items as divided into the following five categories of error:

SENTENCE CONTENT

Certain parts of speech are needed to form a correct English sentence. Sentence content errors are made because the test taker did not know what ingredients were needed to create a complete sentence.

VERB TENSES

Verb tenses tell the reader the time during which the action of the sentence takes place. Verb tense errors are made because the test taker did not know the correct time focus needed by the verb form.

EXAMPLE: The house was painted yesterday. (past tense)

VERBALS

Verbals show that English is an economical language because it allows a verbal, which looks like a verb, to act like a noun, adjective, or adverb. Verbal errors are made because the test taker did not know the role of the verbal in the sentence.

EXAMPLE: Writing a paper is not as easy as you might think.

AGREEMENT

Agreement errors occur between the number and gender of nouns and the verb, as well as between the noun and pronoun. Agreement errors are made because other words are often placed between the two words that should agree and this may distract and mislead the test taker from knowing which words should agree.

WORD USAGE

Small errors in word choice or word formation can lead to a misunderstanding of language expression. It is important to learn the small elements that connect the basic meaning of the sentence to make your ideas logical and accurate.

II. SENTENCE CONTENT

PARTS OF SPEECH

As a TOEFL test-taker, particularly in this section, you must be alert to all the possible roles of a word within a sentence. A word's role is its "function" in a sentence. The role a word serves in one sentence may be different from the role the same word serves in another sentence. Following are the eight roles a word may serve in a sentence.

PART OF SPEECH	FUNCTION	EXAMPLES
A. NOUN	A person, place or thing	girl, dress, Mary, John
B. PRONOUN	A substitute for a noun	he, she, it, I, them
C. VERB	Expresses action	sing, dance
D. ADJECTIVE	Describes a noun or pronoun	silent, calm, anxious, eager
E. ADVERB	Modifies a verb, adjective, or adverb	quietly, fast, calmly
F. PREPOSITION	Shows the relationship between the noun or pronoun and another word	around, to, in, during, for
G. CONJUNCTION	Joins two words or groups	and, or, but
H. INTERJECTION	Displays feelings	Oh!, Wow!

A SENTENCE

The most important skill you can learn for the TOEFL "Structure and Written Expression" section is how to identify a sentence's subjects and verbs. Type I questions involve the selection of correct forms of subjects and verbs to make complete sentences. If you have difficulty recognizing a complete sentence, this part of the test will be very difficult for you.

A complete sentence contains at least one subject and one verb. The subject and the verb form the basis of the sentence. Extra words added to sentences do not change the subject and the verb. It is essential to IDENTIFY THE VERB IN THE SENTENCE FIRST. Why? Recognizing the verb first is easier because there are fewer possible words for verbs than there are for subjects. The verb is the *action* being performed in a sentence.

The following parts of speech are NOT verbs, so you should not include them when looking for the verbs.

INFINITIVE—the combination of the word "to" plus a verb, such as "to sing" or "to dance." This is not part of the verb in the sentence.

ADVERB—words that describe the verb are not part of the verb. The words "not," "never," "quickly" and "very" are some adverbs.

All forms of the verb "BE" are verbs: AM, IS, ARE, WAS, WERE and BEEN. Verbs also include words that substitute for BE, such as BECOME, APPEAR, SEEM and FEEL.

VERBS: MAIN AND HELPING

Main verbs tell the action or activity being performed. Helping verbs are used with main verbs to: (a) show "tense," the time of an action, (present, past, or future), and (b) show meaning that cannot be expressed by the main verb alone

Helping verbs always come before the main verb, although sometimes another word, such as an adverb, may come between the helping verb and the main verb. The following words are examples of helping verbs: CAN, COULD, MAY, MIGHT, MUST, SHALL, SHOULD, WILL and WOULD.

A VERB INCLUDES THE MAIN VERBS PLUS ALL THE HELPING VERBS.

In the sentence, "I should have helped her," the complete verb is "should have helped." In the sentence "I will have a piece of cake, thank you," the complete verb is "will have."

Sentences can contain one, two, or three helping verbs with the main verb.

A complete verb with all of its helping verbs is called a finite verb.

SUBJECTS

The person or thing performing the action or activity is the subject. The following types of words are NOT subjects:

a) ADJECTIVES—words that describe a noun are not part of the subject.

b) WORDS THAT SHOW OWNERSHIP OR POSSESSION—words like "hers" or "his" are not part of the subject.

A sentence consists of a person or thing doing an action, or, in other words, a subject plus a verb.

PREPOSITIONS

Prepositions are small words that show the relationship between one word and another. Prepositions in the following sentences show the position of the paper in relation to the desk, the book, his hand, and the door.

The paper is "on" the desk.

The paper is "under" the book.

The paper is "in" his hand.

The paper is "by" the door.

COMMON PREPOSITIONS

ABOUT	AT	BY	IN	ONTO	TOWARD
ABOVE	BEFORE	CONCERNING	INSIDE	OUT	UNDER
ACROSS	BEHIND	DESPITE	INTO	OVER	UNTIL
AFTER	BELOW	DOWN	LIKE	SINCE	UP

AGAINST	BENEATH	DURING	NEAR	THROUGH	UPON
ALONG	BESIDE	EXCEPT	OF	THROUGHOUT	WITH
AMID	BETWEEN	FOR	OFF	TILL	WITHIN
AMONG	BEYOND	FROM	ON	TO	WITHOUT
AROUND					

Prepositions are found in phrases. Each prepositional phrase begins with a preposition and ends with a noun or pronoun. This is an important fact because IF A WORD IS PART OF A PREPOSITIONAL PHRASE, IT CANNOT BE THE SUBJECT OR THE VERB OF THE SENTENCE. Verbs are not in prepositional phrases, and the noun or pronoun that is the object of the preposition cannot be the main subject.

QUESTION: "WHAT SHOULD I DO WHEN A TEST SENTENCE IS EXTREMELY LONG WITH DIFFICULT VOCABULARY?"

Cross out the prepositional phrases and within the few words left will be the subjects and verbs.

EXAMPLE: The early phase of the Bronze Age on the mainland ended about 2000 BC with military conquest of the area by invaders from the north.

This sentence has 24 words, but only one subject and one verb. Cross out the prepositional phrases and you'll see how easy it is to find the subject and verb.

The following sentence has 22 words, but no verb. Cross out the prepositional phrases and the infinite phrase, and you will find the subject.

The wing design of the U-2 permitting (A) long distance gliding (B) without engine power to reduce (C) the likelihood of detection from the ground (D).

The subject of the sentence is "design," but the sentence has no complete verb. The test-taker must ask, what does the wing design do? The answer shows that the error lies in (A) "permitting" which should be "permits," a finite verb. (B) is correct because it is a verb form used as a noun. The clue is the adjective "long distance." (C) gives the purpose of the wing design, and (D) tells where there is the likelihood of detection.

If there are two or more clauses (clauses are subject-verb patterns), you must check to see if the clauses are combined correctly.

There are two basic ways to combine clauses:

A. Keep them as independent clauses that can stand alone and join them with a coordinating conjunction, such as: and, but, or, nor, for.

EXAMPLE: Jean looked everywhere but she could not find her velvet pillow.

B. Keep at least one as an independent clause and make the others dependent clauses using subordinate conjunctions.

EXAMPLE: She loved Michael dearly, but did not love his dog.

QUESTION: "WHAT ARE SOME OF THE WAYS TO MAKE A CLAUSE (SUBJECT-VERB PATTERN) DEPENDENT?"

A dependent clause that describes a word is an adjective clause. An adjective clause is introduced by a relative pronoun.

WHO	WHOM	WHOSE	
WHICH	THAT	WHERE	WHEN

Dependent clauses and their subjects and verbs must be in complete sentences.

Example 1: The issue could be a paramount one in the decade to come.

Example 2: Whenever I eat garlic, I feel better.

In example 1, a complete idea is expressed. The verb is "could be" and the subject is "issue." This is an independent clause.

In example 2, the first verb "eat" and its subject "I" are introduced by the subordinating conjunction "whenever," making that a subordinate clause. The verb "feel" and the subject "I" stand alone as an independent clause, making this a complete sentence.

Is each of the following a sentence?

I cannot insist enough that the man whom you are dating is a liar and a thief.
S1 V1 S2 S3 V3 V2

S1 and V1 form the independent main clause. The subordinate clause is introduced by "that." There is an adjective clause introduced by the relative pronoun "whom" within the subordinate clause.

Most Americans to purchase a colored television, regardless of what the cost might be.

This is not a complete sentence. "Regardless of" introduces the subordinate clause with the subject "cost" and the verb "might be." "To purchase" is not a verb; it is an infinitive. The main verb is missing.

Although many of his friends have come.

The subject "many" and verb "have come" are introduced by a subordinate conjunction "although," making this a subordinate clause, not a sentence. Remember that you need an independent clause, a subject and verb not introduced by a subordinating word, to have a sentence.

BECAUSE vs. BECAUSE OF

BECAUSE + subject + verb

BECAUSE OF + noun or pronoun

Because the situation did not improve, the boss decided to call a gathering of her employees.

Because of the worsening situation, the boss decided to call a gathering of her employees.

EXAMPLE: Because (A) his conduct at the campaign, Bazaine was found guilty (B) of treason and received a death sentence, which was commuted (C) to imprisonment for twenty years (D).

(A) is the error. "Because" is not followed by a subject and verb, only by a noun. If it is followed by a noun, it should be "because of." (B) is a correct passive verb form. (C) is a description of the death sentence, a relative pronoun and passive verb. (D) tells the length of imprisonment.

APPOSITIVES

A noun or noun substitute used without a verb to explain or describe the noun beside it is called an appositive.

EXAMPLES:

Sue, our leader, took us to the museum.

("leader" is the appositive)

Two students, Beth and I, were chosen for the activity.

("Beth" and "I" are the appositives)

EXAMPLES:

1. Agathocles, ________________, was exiled twice for attempting to overthrow the aristocratic government.
   A. a tyrant of Syracuse who
   B. a tyrant of Syracuse
   C. as a tyrant of Syracuse, he
   D. whose tyrant of Syracuse

ANSWER: (B) explains who Agathocles was without using a relative pronoun, as in answers (A) and (D). (C) gives extra words that confuse the meaning of the sentence.

2. ____________________, Vincent van Gogh lived a tumultuous life in the southern part of France.
   A. Despite the famous French impressionist
   B. A famous French impressionist who is
   C. A famous French impressionist
   D. He is a famous French impressionist

ANSWER: (D) gives a subject and a verb—it is an independent clause, not an appositive. Although it explains who van Gogh was, it should be treated as a complete sentence and combined with the next complete sentence by a conjunction. This, however, is not one of the answers, so it is not correct. (A) is a prepositional phrase introduced by "despite," and does not explain who van Gogh was. (B) gives a relative pronoun and that is not necessary. (C) is the correct choice.

EXERCISES: PRACTICE WHAT YOU HAVE LEARNED ABOUT "SENTENCE CONTENT"

1. ______________ reflect the principles of American adolescence during the 1950s.
   (The sentence has one main verb, "reflect," but no subject. It needs a subject.)
   A. Students go to school
   B. Whether the country's high schools
   C. Why students go to school
   D. The country's high schools

ANSWER: Only (D) is a subject. (A) is a subject and verb, (B) has an introductory word, "whether," that makes the subject and the verb "reflect" into a dependent clause, and (C) has an introductory word, as well as a subject and a verb.

2. This _____ the only correct answer on the test.
("This" is the subject. A verb is needed.)
A. which
B. is
C. being
D. as

ANSWER: (A) and (D) are not verbs. (C) "being" is not a finite verb and cannot be used as a main verb. (B) is the only choice.

3. The common name applied to large seabirds of the family *Diomedeidae* _________ the albatross, of which thirteen species can be found from the Antarctic region north to the tropics.
("name" is the subject. A verb is needed.)
A. to be
B. being
C. is
D. has been

ANSWER: "applied" and the phrase that follows it describe "the common name," so "applied" is a past participle used as an adjective. It is not the verb of the sentence. "Can be found" is not the main verb; rather, it is the verb of the preposition. So the sentence needs a verb.

(A) and (B) are not verbs. "to be" is an infinitive, and "being" is a participle, not a complete, finite verb. (D) is the present perfect tense. (C) is correct because it is the simple present tense appropriate for definitions.

III. VERB TENSES

An understanding of verb tenses is critical when taking the TOEFL Structure and Written Expression section. Considering the many tenses there are in any language, this is not undue emphasis on verb tenses. Though there are many tenses that can be tested, and many intricate exceptions, do not become overwhelmed with the extensive range of the verb tenses. Complete understanding of verb tense is a goal, but is not needed to do relatively well on the TOEFL Structure and Written Expression section.

SIMPLE TENSES

1. Simple Present
— a general statement of fact:
Example: The earth is a sphere.

— a habitual activity:
Example: I always skip breakfast.

— a statement of something existing at the time of speaking:
Example: I hear you.

2. Simple Past

— an activity begun and completed at a particular time in the past:

Example: I went to college last year.

— "After" and "before" clauses:

Examples: After she left, I went directly to bed.
They arrived before I did.

3. Simple Future/be going to

— future activity:

Examples: I will do that later.
I am going to do that later.

PERFECT TENSES

1. Present Perfect

— an activity begun in the past and continued into the present when used with since or for:

since + a particular time
for + a duration of time

Examples: I have studied French for ten years.
She has studied Spanish since 1989.

— a repeated activity:

Example: I have read four books this month.

— an activity that happened at an unspecified time in the past:

Example: I have already visited China.

— an activity in a time clause to emphasize it has been completed before the main clause action begins:

Example: I will go to the movies after I have finished all my homework.

2. Past Perfect

— a completed activity before another activity in the past:

Example: The had already left by the time I arrived.

3. Future Perfect

— an activity to be completed before another activity in the future:

Example: They will have left by the time I arrive.

Perhaps the most tedious activity of a learner of English is learning the parts of irregular verbs. For this TOEFL Structure and Written Expression section, you will generally need to select the correct verb tense. Incorrect verb forms are occasionally given for problem irregular verbs, such as rise/raise and lie/lay.

Review the following verbs so you will feel confident when you are dealing with verb tenses on the structure section. As an aid to learning, verbs with three different forms are indicated by a (+) and verbs with all forms the same are indicated by a (=). The remaining unmarked verbs have one different form.

KEY

+ Three different forms

- Three forms that are the same

(Unmarked verbs have only one different form)

	Simple	Past	Past Participle
+	arise	arose	arisen
+	awake	awoke	awoken
+	be	was, were	been
+	bear	bore	born/borne
	beat	beat	beaten
	become	became	become
+	begin	began	begun
	bend	bent	bent
-	bet	bet	bet
-	bid	bid	bid
	bind	bound	bound
+	bite	bit	bitten
	bleed	bled	bled
+	blow	blew	blown
+	break	broke	broken
	breed	bred	bred
	bring	brought	brought
-	broadcast	broadcast	broadcast
	build	built	built
-	burst	burst	burst
	buy	bought	bought

	Simple	Past	Past Participle
-	cast	cast	cast
	catch	caught	caught
+	choose	chose	chosen
	cling	clung	clung
	come	came	come
=	cost	cost	cost
	creep	crept	crept
=	cut	cut	cut
+	do	did	done
	dig	dug	dug
+	draw	drew	drawn
+	drink	drank	drunk
+	drive	drove	driven
+	eat	ate	eaten
	fall	fell	fallen
	feed	fed	fed
	feel	felt	felt
	fight	fought	fought
	find	found	found
-	fit	fit	fit
	flee	fled	fled
+	fly	flew	flown
+	forsake	forsook	forsaken
+	freeze	froze	frozen
+	forget	forgot	forgotten
+	forgive	forgave	forgiven
+	get	got	got(ten)
+	give	gave	given
+	go	went	gone
	grind	ground	ground
+	grow	grew	grown

	Simple	Past	Past Participle
	hang	hung	hung
	have	had	had
	hear	heard	heard
+	hide	hid	hidden
=	hit	hit	hit
	hold	held	held
=	hurt	hurt	hurt
	keep	kept	kept
=	knit	knit	knit
+	know	knew	known
	lay	laid	laid
	lead	led	led
	leave	left	left
	lend	lent	lent
=	let	let	let
+	lie	lay	lain
	lose	lost	lost
	make	made	made
	mean	meant	meant
	meet	met	met
+	mistake	mistook	mistaken
	pay	paid	paid
=	put	put	put
=	quit	quit	quit
=	read	read	read
=	rid	rid	rid
+	ride	rode	ridden
+	ring	rang	rung
+	rise	rose	risen
	run	ran	run
	say	said	said

	Simple	Past	Past Participle
+	see	saw	seen
	seek	sought	sought
	sell	sold	sold
	send	sent	sent
-	set	set	set
+	shake	shook	shaken
-	shed	shed	shed
	shine	shone	shone
	shoot	shot	shot
+	shrink	shrank	shrunk
-	shut	shut	shut
+	sing	sang	sung
+	sink	sank	sunk
	sit	sat	sat
	sleep	slept	slept
	slide	slid	slid
	sling	slung	slung
-	slit	slit	slit
+	speak	spoke	spoken
	speed	sped	sped
	spend	spent	spent
	spin	spun	spun
-	spit	spit	spit
-	split	split	split
-	spread	spread	spread
+	spring	sprang	sprung
	stand	stood	stood
+	steal	stole	stolen
	stick	stuck	stuck
	sting	stung	stung
	strike	struck	struck

	Simple	Past	Past Participle
+	strive	strove	striven
+	swear	swore	sworn
	sweep	swept	swept
+	swim	swam	swum
	swing	swung	swung
+	take	took	taken
	teach	taught	taught
+	tear	tore	torn
	tell	told	told
	think	thought	thought
+	throw	threw	thrown
-	thrust	thrust	thrust
	understand	understood	understood
+	wake	woke	woken
+	wear	wore	worn
+	weave	wove	woven
	weep	wept	wept
	win	won	won
	wind	wound	wound
	wring	wrung	wrung
+	write	wrote	written

EXERCISES: TEST YOURSELF

DIRECTIONS: Read the simple verb form and then fill in the appropriate past and past participle verb forms.

IRREGULAR VERB FORMS

Simple	Past	Past Participle
arise		
awake		
be		
bear		
beat		
become		
begin		
bend		
bet		
bid		
bind		
bite		
bleed		
blow		
break		
breed		
bring		
broadcast		
build		
burst		
buy		
cast		
catch		
choose		
cling		

Simple	Past	Past Participle
come		
cost		
creep		
cut		
do		
dig		
draw		
drink		
drive		
eat		
fall		
feed		
feel		
fight		
find		
fit		
flee		
fly		
forsake		
freeze		
forget		
forgive		
get		
give		
go		
grind		
grow		
hang		
have		
hear		
hide		

Simple	Past	Past Participle
hit		
hold		
hurt		
keep		
knit		
know		
lay		
lead		
leave		
lend		
let		
lie		
lose		
make		
mean		
meet		
mistake		
pay		
put		
quit		
read		
rid		
ride		
ring		
rise		
run		
say		
see		
seek		
sell		
send		

Simple	Past	Past Participle
set		
shake		
shed		
shine		
shoot		
shrink		
shut		
sing		
sink		
sit		
sleep		
slide		
sling		
slit		
speak		
speed		
spend		
spin		
spit		
split		
spread		
spring		
stand		
steal		
stick		
sting		
strike		
strive		
swear		
sweep		
swim		

Simple	Past	Past Participle
swing		
take		
teach		
tear		
tell		
think		
throw		
thrust		
understand		
wake		
wear		
weave		
weep		
win		
wind		
wring		
write		

LOOK AT THESE!

Correct Verb Form: The following test items focus on the form of the verb used incorrectly.

1. Before we returned (A) from the tour (B) of the city, someone had took (C) our car, and we had to walk (D) back to our hotel.

(Note: "had took" is the incorrect form of the past participle "taken.")

2. The towel that (A) you see laying (B) on the ground by (C) the pool belongs (D) to the lifeguard.

(Note: See difference between verb usage of lie-lying, and lay-laying.)

3. Most of Jersey City ________ in a low and swampy area.
   A. lays
   B. lies
   C. is lying
   D. are laying

(B) is correct because the sentence needs the present tense of the verb "lie" which means "is located" and has an intransitive meaning because it is not done to anything or anyone else. (A) is the verb "lay" which means to place or put down. (C) and (D) are in the progressive tense, an incorrect tense for a description of an area.

PROGRESSIVE TENSES

1. **Present Progressive**

— a planned or intended future event or activity:

Example: Jocelyne is leaving for her vacation tomorrow.

— an activity in progress at the time of speaking:

Example: Jerry is watching a show on television.

— a general activity in progress during the next day, week, month, or year, though not actually going on at the time of speaking:

Example: Claudine is trying to improve her grades.

2. **Past Progressive**

— a past activity in progress when another activity occurred:

Example: At six o'clock last evening, I was eating dinner.
(activity of eating was in progress when six o'clock occurred)

— two past activities in progress at the same time:

Example: While I was answering the phone, he was getting the mail.

3. **Future Progressive**

— a future activity that will be in progress:

Example: He will be looking for her tomorrow.

4. **Present Perfect Progressive**

— duration of an activity that began in the past and continued to the present, and is used with time words like since, for, all year:

Example: He has been travelling all summer.

— duration of a more general activity that began in the past and continued to the present; does not mention time:

Example: He has been studying hard.

5. **Past Perfect Progressive**

— the length of a past activity that was going on before another past activity:

Example: When she finally arrived, I had been waiting for her for two hours.

— an activity in progress right before another activity in the past:
Example: Her hair was wind-blown because she had been walking in the park.

6. Future Perfect Progressive
— a future activity that has been in progress and is continuing into the future:
Example: She will have been looking for the right material for her drapes for three years.

PASSIVE VOICE

If the subject is acted upon, the verb is passive.

To make a verb passive, add the past participle to the form of "be."

The active voice is the preferred form in English because it is more forceful and direct.

EXAMPLE: *The Thinker* was sculpted by Rodin.

The passive voice is used to emphasize the receiver of the action as the focus of interest.

PRESENT, PASSIVE: They are led.

PAST, PASSIVE: They were led.

FUTURE, PASSIVE: They will be led.

PRESENT PERFECT: They have been led.

PAST PERFECT: They had been led.

FUTURE PERFECT: They will have been led.

SHORT EXERCISE: Find the element in the following sentence where the passive voice is expressed incorrectly.

The first man-made (A) orbiting earth satellite (B) had launched (C) by the U.S.S.R. in 1957 (D).

ANSWER: (C) is the correct answer. (Note: Satellites-rockets cannot launch themselves.) The word "by" is your clue to the possible need for a passive voice. (C) is the element of the sentence where the passive voice should be expressed with the verb "was launched."

IV. VERBALS

GERUNDS/INFINITIVES/PARTICIPLES

When taking the TOEFL, you can sometimes tell if a word is a noun or a verb or some other part of speech by just looking at the word. In most cases, however, the test-taker has to see how a certain word fits into a sentence pattern before it can be called a "noun" or a "verb." In the following two sentences, the word "glow" is used in different ways:

Lights glow in the distance.

The glow of the light brightened her face.

"Glow" is a verb in the first sentence because it comes in a verb position in the sentence pattern; but in the second sentence, "glow" is a noun because it comes in a subject position. The position of words is very important. "The dog bit Mary" is very different from saying that "Mary bit the dog." Some words can even be in four positions:

I "lean" in the direction of that opinion. (verb position)
The "lean" of the Tower of Pisa is well known. (noun position)
The "lean" swimmers stood on the blocks. (adjective position)
Remember to eat "lean." (adverb position)

Since position in the sentence is very important, you need to be alert to verbals when looking for subjects and verbs in sentences. Because verbals look like verbs, you must be able to recognize them and not confuse them with verbs. Verbals are infinitives, gerunds, or participles. These are forms of verbs that, when placed in certain positions in the sentence pattern, will act like nouns or adjectives.

The girl was "singing." ("singing" in verb position = main verb used with "was")
"Singing" was her hobby. ("singing" in the subject position = gerund)
The "singing" girl won a medal. ("singing" in the adjective position = participle)
"To sing" in a theatre was her desire. ("to sing" in the subject position = infinitive)

Although nouns (such as book, girl) and pronouns (such as I, she, they) are the most common subjects, gerunds (singing, running, eating) are commonly used for subjects ("Singing" was her hobby). Infinitives (to sing, to swim, to eat) are also used as subjects ("To sing" in a theatre was her desire).

Gerunds and participles look alike because they both end in "-ing" ("The singing cheered him" and "The singing bird sat in the tree"), but the only way to tell them apart is by their position in the sentence.

In these sentences, which are gerunds (subjects) and which are participles (modifiers of nouns)?

The washing machine is new.
The washing should take about five minutes.
Earning money gives a person self-respect.

Her earning power was reduced after her accident.

Notice that gerunds, like nouns, may be modified by adjectives and prepositional phrases:

> The first "running" of the race was in July, 1988.
> The sudden and fierce "rushing" of the wind blew over the shack.

Gerunds may also act like nouns in other ways. They may be objects or objects of prepositions. Again, the way you can tell the difference between the verb and the verbal is by the position in the sentence pattern:

John is "running" the race again.	(running is part of the verb)
The thought of "running" again made him feel tired.	(as object of preposition)
Sandra likes "running."	(as object of verb)

Notice that you would still have good sentences if you substituted nouns for the two gerunds.

The participles reviewed so far all ended in "-ing". These are called **present participles** because they come from verbs in the present tense ("The car is rolling"). When participles come from verbs in the past tense, they are called **past participles** ("The player was injured"). Past participles are also commonly used to modify subjects. Notice the position of the participle before you decide whether it is being used as part of the verb or being used to modify the subject.

EXERCISES: PRACTICE WHAT YOU HAVE LEARNED ABOUT "VERBALS"

DIRECTIONS: Choose the best word which would complete the sentence.

1. Oil of bay, _______ from the leaves of a tropical American bay tree commonly called the bayberry, is used in the distilling of bay rum.
   A. make
   B. makes
   C. making
   D. made

ANSWER: (D) is the answer because it is the past participle used to describe the oil of bay. The description is set aside from the main clause of the sentence by commas. (A) is not correct because it is the present tense, plural form of the verb and does not agree in number with the subject, even if the sentence needed a verb. (B) is not correct because it is the present tense, singular form of the verb, but the sentence does not need a finite verb. (C) is not correct because it is the present participle, inappropriate for the description form needed in this sentence.

2. After __________ his flight training, American astronaut Alan Bean was stationed in Jacksonville.
   A. completes
   B. completed
   C. completing
   D. complete

ANSWER: (C) is the correct answer because there is an independent clause, and the dependent present participle following "after" is needed to describe what Bean did before being stationed in Jacksonville. (A), (B) and (D) are all finite verbs that need a subject, and there is no subject following "after."

3. The sight of the American flag ______________________ inspired him to write the poem, "The Star Spangled Banner."
   A. still flown over the fort at daybreak
   B. still flew over the fort at daybreak
   C. still flying over the fort at daybreak
   D. still flies over the fort at daybreak

ANSWER: (C) is the correct answer because the main verb of the sentence is "inspired" and the subject "sight" needs a present participle to describe it. (A) is the past participle which is not correct with the present word "still." (B) is the past tense of the verb, and a finite conjugated verb is not correct here. (D) is the present tense of the verb, and a finite conjugated verb is not correct here.

4. If you expect to move in a few years, ________________ may be more economical than buying one.
   A. there is a rented home
   B. having rented a home
   C. you will need to rent a home that
   D. renting a home

ANSWER: (D) is the answer because it is the gerund that serves as the subject of the verb of the independent clause "may be." It also parallels the comparison to "buying one." "If you expect to move in a few years" serves as the dependent clause. (A) creates an incorrect phrasing of the independent clause by adding another subject and verb. (B) creates an incorrect time frame—by placing the rental in a questionable time period; the reader is unsure if it is the future, past or present. (C) creates an incorrect comparison by saying the home should be more economical, not the act of renting, that should be economical.

So critical is reading to language development that children need hear at least a book a day from the age of six months on.
A: So — B: to — C: need hear — D: from the age of six months on

ANSWER: (C) is the answer because it needs the word "to" in order to complete the infinitive after the word "need." (A) is used correctly because the word "so" serves to describe how critical. (B) is the correct preposition that shows the relationship of reading to language development, and (D) correctly expresses the time period.

V. SUBJECT-VERB-PRONOUN AGREEMENT

This is a common testing area for TOEFL because it is such a common error in the English language.

SUBJECT-VERB AGREEMENT

Extra words must be eliminated so that you can check to see if the subjects and verbs agree.

For Type 2 questions in particular, check to make sure that all subjects and verbs agree. Since locating the subject and verb is your first step in every item, you are almost there.

DIRECTIONS: Choose the best choice which completes the sentence.

1. In the same century a type of beagle with some of the characteristics _________ in the southern United States.
   A. were known
   B. was known
   C. known
   D. are known

ANSWER: (B) is the answer since this sentence needs a verb that agrees with the singular subject "type". (A) is not correct because it is the plural form of the verb and the subject is singular. (C) is the past participle form of the verb and the sentence needs a finite verb. (D) is not correct because it is the plural form of the verb and the subject is singular.

DIRECTIONS: Choose the word or phrase which is grammatically incorrect.

1. Many relics from the Roman period has been unearthed throughout the country.
   A: Many — B: from — C: has been unearthed — D: throughout

ANSWER: (C) is the answer because the verb form is singular when the subject "relics" is in the plural form. (A) is correct because it is a counting adjective and "relics" must be counted. (B) is correct because the expression is something "from" a particular time period. (D) is correct because it is a preposition that explains where the relics have been unearthed.

2. This country's fertile land, together <u>with</u> (A) the fertile land of <u>other</u> (B) countries <u>are being used</u> (C) in a <u>worldwide</u> (D) crop utilization project.

ANSWER: (C) is the answer since this sentence needs a verb that agrees with the singular subject "land." (A) is used correctly because it is the expression "together with" that adds to the subject. (B) is the correct adjective "other" to refer to countries. (D) is the correct adjective to describe the project.

The following collective nouns use singular verbs:

one of	everyone	everything
each of	everybody	neither
every	somebody	

The following words use "is" although they end with s's and may seem plural:

United States
statistics
physics
economics
news

The following expressions also use "is":

Time Expressions:	Two minutes is better than nothing
Distance Expressions:	Three miles is a good distance for a morning walk.
Money Expressions:	Fifty dollars is a lot of money for a blouse.

DIRECTIONS: Choose the best phrase or word which is grammatically incorrect.

1. People who <u>gets</u> (A) a lot done <u>know</u> (B) <u>ahead of</u> (C) time <u>what is important</u> (D) to them.

ANSWER: (A) is the answer because the verb form "gets" —present tense, singular form—does not agree with "people" which is plural. (B) is correct because it is the present tense, plural form, for the subject "people." (C) is correct because it is the correct wording of the phrase, "ahead of time." (D) is the correct noun clause that serves as the direct object of the verb "know."

2. According to the philosophy of the German George Wilhelm Friedrich Hegel, art, religion, and philosophy is the bases of the highest spiritual development.

(A: According to; B: is; C: bases; D: highest)

ANSWER: (B) is the answer because the verb is not correct. The subject is a compound subject—art, religion, and philosophy—so the verb should be plural, "are", (C) is correct because it is the plural form of "basis" and the plural form is needed due to the compound subject. (D) is correct because the superlative form is used with "the."

3. A book on mathematics are going to help out when the time comes.

(A: A; B: on; C: are going; D: when)

ANSWER: (C) is the answer because the verb is not correct. The subject is "book" so the verb should be singular, "is." Even if the word "mathematics" had been the subject, it should be treated as singular. (A) is correct because reference is made to any book on mathematics. (B) is correct because books are "on" or about a particular subject. (D) is correct because it gives the correct time frame.

4. The three elements of speed, strength, and technique is vital to karate expertise.

(A: of; B: and; C: is; D: to)

ANSWER: (C) is the answer because the subject is "the three elements" followed by a prepositional phrase explaining what the three elements are—speed, strength, and technique—so the verb should be plural, "are." (A) is correct because the preposition introduces what the three elements are. (B) adds the third element. (D) is the correct preposition following "vital."

5. In the Gothic Cathedral of Boyeux is Romanesque sections dating from the 12th century.

(A: In; B: is; C: dating from the; D: 12th century)

ANSWER: (B) is the answer because the verb is not in the correct number. The subject is "Romanesque sections" a plural subject, which requires a plural verb. The correct plural verb form should be "are." (A) is correct because it is a correct expression to say where something is located. (C) is correct because "dating" tells from when the sections date. (D) tells from what century the section dates.

VI. WORD USAGE ERROR AREAS

Word Form Errors: Prefixes and Suffixes

Word form errors are made when the sentence includes a verb or adjective form used incorrectly as a noun, or a noun form used incorrectly as an adjective or verb. There is a very logical way to recognize if the word is in its proper form.

Basic knowledge of the English language, especially a familiarity with its numerous prefixes, can help build vocabulary and also strengthen spelling. For example, if one knows that "inter" means "between" and "intra" means "within," one is not likely to spell "intramural" "intermural." (The former means within the limits or limits of a city, college, etc.)

The following table lists some common Latin and Greek prefixes which are part of the foundation of the English language.

PREFIX	MEANING	ENGLISH WORD
ab-, a-, abs-	away, from	abstain
ad-	to, toward	adjacent
ante-	before	antecedent
anti-	against	antidote
bi-	two	bisect
circum-	around	circumlocution
cata-, cat-, cath-	down	cataclycsm
contra-	against	contrary
de-	down, from	decline
di-	twice	diatonic
dis-, di-	apart, away	dissolve
epi-, ep-, eph-	upon, among	epidemic
ex-, e-	out of, from	extricate
hyper-	beyond, over	hyperactive
hypo-	under, down, less	hypodermic
in-	in, into	instill
inter-	among, between	intercede
intra-	within	intramural
meta-, met-	beyond, along with	metaphysics
mono-	one	monolith
non-	no, not	nonsense

ob-	against	obstruct
para-, par-	beside	parallel
per-	through	permeate
pre-	before	prehistoric
pro-	before	project
super-	above	superior
tele-, tel-	across	television
trans-	far	transpose
ultra-	beyond	ultraviolet

A suffix is a syllable added to a word that affects its meaning. When a suffix is added to a word, it does not change its meaning radically, but it does change the job it has in a sentence.

EXAMPLES:

1. The struggle for survival is the most basic of all natural instincts.
   (adding suffix -al to verb *survive*)
2. The fact that he had not been to see her lay like a weight on his conscience.
   (adding suffix -t to verb *weigh*)
3. The general form of African government today is democracy.
   (adding suffix -ment to verb *govern*)

Learn to recognize these "Suffixes for Nouns"

SUFFIX	EXAMPLES
-acy	candidacy, diplomacy
-age	salvage, carriage
-al	refusal, denial
-an	artisan, partisan
-ance	fragrance, romance
-ancy	buoyancy, vagrancy
-ar	scholar
-ard	drunkard
-ation	determination, imagination
-dom	freedom, kingdom
-ence	patience, diligence
-ency	emergency, efficiency

-er	laborer, worker
-ess	hostess, tigress
-hood	statehood, motherhood
-ice	avarice, malice
-iness	happiness, steadfastness
-ism	schism, communism
-ite	Israelite, plebiscite
-ity	security, celebrity
-ment	bombardment, department
-ness	kindness, sadness
-or	tutor, dictator
-ship	ambassadorship, partnership
-sion	diversion, conversion.
-th	growth, wealth
-tion	dedication, celebration
-ty	modesty, frailty

Learn to recognize these "Suffixes for Adjectives"

SUFFIX	EXAMPLES
-able	movable, repairable
-ac	maniac, cardiac
-al	terminal, thermal
-ar	circular, cellular
-ary	imaginary, sedentary
-ful	hasteful, spiteful
-ic	anemic, caloric
-ible	visible, reversible
-ical	comical, historical
-ile	sterile, fertile
-ish	mannish, boyish
-ive	secretive, evasive
-less	endless, countless
-ous	gracious, spacious
-ulent	succulent, fraudulent
-y	nosy, greedy

Learn to recognize these "Suffixes for Verbs"

SUFFIX	EXAMPLES
-ate	facilitate, dedicate
-en	deepen, thicken
-fy	quantity, qualify
-ize (ise)	criticize, fertilise

Learn to recognize these "Suffixes for Adverbs"

SUFFIX	EXAMPLES
-ly (most common suffix)	commonly, quietly
-fold	tenfold, manifold
-ward	inward, outward
-wise	lengthwise, otherwise

Word Choice Errors

CORRELATIVE CONJUNCTIONS

The following words go together:

either .... or
neither .... nor
not only .... but (also)
whether .... or
both .... and

Also note that if an adjective follows one, an adjective must follow the other. If a noun follows one, a noun or pronoun must follow the other.

Example:

1. Illustrator Mercer Mayer has won awards for his drawings of __________ adult and children's books.
   A. the two
   B. both
   C. together
   D. also

Answer: (B) is correct because it completes the correlative conjunction pair: both... and. (A) is not correct because it means that the illustrator won the awards for only two books. (C) is incorrect because it attempts to use "together" as an adjective, an incorrect form. (D) "also" is used to add on, but nothing is there to add on to.

PARALLEL STRUCTURE

Parallel structure is the same form of two or more grammatically related elements. Whenever words or phrases are joined by a coordinating conjunction (and, but, or, nor), they should have the same form.

Example:

1. **The review was very critical of the film, citing the poor photography, weak plot, and _______________.**
   - A. also including the boring dialogue
   - B. the boring dialogue
   - C. while the dialogue was boring
   - D. but the dialogue was boring

Answer: (B) is a noun form, just like "photography" and "plot," the other areas criticized by the review. Connect the same elements with "and," which is supplied. The other answers begin with conjunctions which would make the sentence confusing and incorrect. Oppose two different ideas with "but." "While" indicates an importance of time. "Also" includes another idea which may be similar or different.

COMPARISON OF ADJECTIVES

Adjectives and adverbs have three forms that show a greater or lesser degree of the characteristic of the basic word: the positive, the comparative and the superlative. The basic word is called the positive. The comparative is used to refer to two persons, things or groups. The superlative is used to refer to more than two people, things or groups; it indicates the greatest or least degree of the quality named. Most adjectives of one syllable become comparative by adding "er" to the ending and become superlative by adding "est" to the ending. In adjectives ending with "y", the "y" changes to "i" before adding the endings.

Examples of comparison of adjectives:

POSITIVE	COMPARATIVE	SUPERLATIVE
little	*littler, less*	*littlest, least*
happy	*happier*	*happiest*
late	*later*	*latest*
brave	*braver*	*bravest*
lovely	*lovelier*	*loveliest*

long	*longer*	*longest*
friendly	*friendlier*	*friendliest*
fast	*faster*	*fastest*
shrewd	*shrewder*	*shrewdest*
tall	*taller*	*tallest*

Adjectives of two or more syllables usually form their comparative degree by adding "more" (or "less") and form their superlative degree by adding "most" (or "least").

Examples of comparison of adjectives of two or more syllables:

POSITIVE	COMPARATIVE	SUPERLATIVE
handsome	more handsome less handsome	most handsome least handsome
timid	more timid less timid	most timid least timid
tentative	more tentative less tentative	most tentative least tentative
valuable	more valuable less valuable	most valuable least valuable
endearing	more endearing less endearing	most endearing least endearing

Some adjectives are irregular; their comparatives and superlatives are formed by changes in the words themselves.

Examples of comparison of irregular adjectives:

POSITIVE	COMPARATIVE	SUPERLATIVE
good many	better	best
much some	more	most
bad	worse	worst
little	less	least
far	farther further	farthest furthest

Def.: *farther* — referring to a physical distance.
further — referring to a differing degree, time or quality.

Adverbs are compared in the same way as adjectives of more than one syllable by adding "more" (or "less") for the comparative degree and "most" (or "least") for the superlative.

Examples of comparison of adverbs:

POSITIVE	COMPARATIVE	SUPERLATIVE
easily	more easily	most easily
	less easily	least easily
quickly	more quickly	most quickly
	less quickly	least quickly
truthfully	more truthfully	most truthfully
	less truthfully	least truthfully

Some adverbs are irregular; some add "er" or "est".

Examples of comparison of irregular adverbs:

POSITIVE	COMPARATIVE	SUPERLATIVE
little	less	least
well	better	best
far	farther	farthest
badly	worse	worst
fast	faster	fastest
soon	sooner	soonest
much	more	most
hard	harder	hardest
close	closer	closest

The comparative and superlative indicate not only the differences in the degree of the quality named, but also in the number of things discussed

Use the comparative to compare two things:

Mary is the more lazy of the two

I've tasted creamier cheese than this

James is the shorter of the two boys

Of the two, I like Gail better.

My teacher is kinder than yours.

This book is more interesting than that one

Use the superlative to compare more than two things:

Mary is the laziest girl I know.

This is the creamiest cheese I've ever tasted.

James is the shortest boy in the class.

Of those five people, I liked Gail best.

My teacher is the kindest in the school.

This book is the most interesting of the three.

There are some words to which comparison does not apply, since they already indicate the highest degree of a quality.

Here are some examples:

Adverbs and adjectives with no comparison:

immediately	*superlative*	*first*
last	*very*	*unique*
uniquely	*universally*	*perfect*
perfectly	*exact*	*complete*
correct	*dead*	*deadly*
preferable	*round*	*perpendicularly*
square	*third*	*supreme*
totally	*infinitely*	*immortal*

ERRORS TO AVOID IN COMPARISON

Do not combine two superlatives:

NO *That was the most bravest thing he ever did*

YES *That was the bravest thing he ever did*

NO *He grew up to be the most handsomest boy in the town.*

YES *He grew up to be the most handsome boy in the town.*

Do not combine two comparatives:

NO: *Mary was more friendlier than Susan.*

YES: *Mary was friendlier than Susan.*

NO: *The puppy was more timider last week.*

YES: *The puppy was more timid last week.*

COMPARISON WITH "OTHER" OR "ELSE" OR "OF ALL"

A common mistake when comparing members of a group is to forget to indicate that the item being held up for comparison is still a part of the rest of the group to which it is being compared. The addition of "other" or "else" to the comparative makes this relationship more clear. If the superlative is used, adding "of all" makes the meaning more definite and emphatic.

NO: *She is a better piano player than any pianist in our group.*
(Is she part of the group?)

YES: *She is a better piano player than any other pianist in our group.*
(Is it now clear that she is a member of the group.)

NO: *Our dog is smarter than any on the block. (Does the dog live on the block?)*

YES: *Our dog is smarter than any other on the block.*
(Now it is obvious that the dog lives on the block.)

NO: *Your car is the fastest car in the neighborhood.*
(Whose neighborhood?)

YES: *Your car is the fastest of all the cars in the neighborhood.*
(Your car belongs in the neighborhood.)

CONFUSION WITH ADVERBS AND ADJECTIVES

There are two categories of verbs after which an adjective form is used instead of an adverb form. When using these verbs, it is easy to make a mistake and use an adverb instead of an adjective since, logically, the modifier seems to refer to the verb, but actually it refers to the subject.

Use an adjective after:

1. Forms of the verb "to be" and other nonaction verbs such as:

seem	*appear*	*become*
remain	*prove*	

The boy was studious. (studious boy)

She appears happy. (happy girl)

The prediction proved incorrect. (incorrect prediction)
Jim remained depressed. (depressed Jim)

7. **Verbs of the senses such as:**

taste	*feel*	*look*
smell	*sound*	

   Marianne feels sick. (sick Marianne)
   That apple tastes good. (good apple)
   Those girls look beautiful. (beautiful girls)
   The music sounded crisp and clear. (crisp and clear music)
   The cake smelled appetizing. (appetizing cake)

NO: *Those girls look beautifully.* (WRONG)
Those girls are beautifully. (illogical)

YES: *She appears happy.*
She is happy. (logical)

NO: *I feel badly.* (WRONG)
I am badly. (illogical)

YES: *The rose smells sweet.*
The rose is sweet. (logical)

YES: *The music sounded crisp and clear.*
The music is crisp and clear. (logical)

Sometimes the modifier refers to the verb, describing or clarifying the manner of the action. In this case, the adverbial form must be used.

She felt cautiously for the lightswitch. (cautiously felt)

The music sounded loudly in her ears. (loudly sounded)

Her parents appeared immediately after she called. (immediately appeared)

THE ARTICLES—LIMITING ADJECTIVES

The most commonly used adjectives are the shortest—the articles *a*, *an*, and *the* that signal nouns. *A* and *an* are called indefinite articles because they refer to any unspecified member of a group or class. *The* is called a definite article because it refers to a specific member of a group or class. They function as adjectives because they limit a noun or pronoun.

Indefinite articles — *a* and *an*		Definite article — *the*	
a pen	*a refrigerator*	*the pen*	(a specific pen)
a tree	*a secretary*	*the tree*	(a specific tree)
an onion	*an error*	*the error*	(a specific error)

A is used before words beginning with a consonant sound, and an before words with a vowel sound. This is an important distinction; it is not the spelling that determines whether to use a or an, but the sound.

an umbrella	*BUT*	*a university*
a radio	*BUT*	*an R.C.A. record*
an hour	*BUT*	*a human being*

ERRORS TO AVOID IN USING THE ARTICLE

Do not use *the* before "both":

NO: *Let's see the both of them on Saturday.*
YES: *Let's see both of them on Saturday.*

NO: *He helped the both of them out of the car.*
YES: *He helped both of them out of the car.*

Do not use a or an after phrases ending with "of," such as "kind of," "sort of," "type of," "manner of":

NO: *What kind of a car did he buy?*
YES: *What kind of car did he buy?*

NO: *He was not that sort of a person.*
YES: *He was not that sort of person.*

The following possessive forms of pronouns, *my, our, your, her, his, its, their* are also limiting adjectives. They help to define or limit the noun or the pronoun. Indefinite, demonstrative, interrogative and relative pronouns also function as adjectives when they modify a noun or pronoun.

Take *this* road.

Will you hand me *some* silverware?

Whose sweater is this?

That was *my* paper which won.

The girl *whose* purse was stolen was very upset.

NUMBER—PLURAL NOUNS

Most nouns can be singular or plural. The usual plural form adds "s" to the end of the word:

desk	*desks*	*book*	*books*
girl	*girls*	*lamp*	*lamps*
guest	*guests*	*idea*	*ideas*
letter	*letters*	*smile*	*smiles*

However, there are many exceptions to this guideline. After "y" preceded by a consonant, "y" changes to "i" and "es" is added:

forty	*forties*	*ecstasy*	*ecstasies*
lady	*ladies*	*category*	*categories*
country	*countries*	*sky*	*skies*
baby	*babies*	*secretary*	*secretaries*
cabby	*cabbies*	*berry*	*berries*
economy	*economies*	*fairy*	*fairies*

If the final "y" is preceded by a vowel, no change is made and the plural is formed by adding "s":

money	*moneys*	*decoy*	*decoys*
buy	*buys*	*guy*	*guys*
attorney	*attorneys*	*abbey*	*abbeys*
valley	*valleys*	*boy*	*boys*
volley	*volleys*	*monkey*	*monkeys*

If the last sound in the word is "s", "z" "ch" "sh" or "x", an "es" is added. The "es" is added so the word can be easily pronounced.

class	*classes*	*branch*	*branches*
box	*boxes*	*dish*	*dishes*
kiss	*kisses*	*fish*	*fishes*
fox	*foxes*	*ranch*	*ranches*
watch	*watches*	*match*	*matches*

However, if the "ch" is pronounced "k", only "s" is added:

stomach	stomachs
monarch	monarchs
epoch	epochs

Often the final "fe" or "f" in one syllable words becomes "ves":

half	halves
wife	wives
life	lives
leaf	leaves
hoof	hooves
calf	calves

There are exceptions, of course:

chief	chiefs
roof	roofs

Many nouns have plural forms that are irregular:

child	children	goose	geese
sheep	sheep	cherub	cherubim
mouse	mice	deer	deer
series	series	man	men
foot	feet	ox	oxen

For nouns ending in o add -s or -es to form the plural. These spellings must be memorized individually.

solo, solos	tomato, tomatoes
piano, pianos	potato, potatoes
studio, studios	

Finally, there are a number of foreign words that have become part of the language that retain their foreign plural form. There is a trend that Anglicizes the spelling of some of these plural forms by adding "s" to the singular noun. In the list that follows, the letter(s) in parentheses indicate the second acceptable spelling as listed by Webster's New Collegiate Dictionary.

axis	*axes*
radius	*radii (radiuses)*
bureau	*bureaux (s)*
plateau	*plateaux (s)*
larva	*larvae (s)*
vertebra	*vertebrae (s)*
crisis	*crises*
parenthesis	*parentheses*

criterion	*criteria (s)*
phenomenon	*phenomena (s)*
vortex	*vortices (es)*
matrix	*matrices (es)*
memorandum	*memorandums (a)*
stratum	*strata*
symposium	*symposia (s)*
millenium	*millenia (s)*
appendix	*appendices (es)*

As you can see, there are many peculiarities associated with plural formation. It is advisable to have a dictionary on hand to check plural forms.

THE POSSESSIVE CASE

1. The possessive case of nouns is formed by adding an apostrophe and an "s" to words that do not end with an "s" or a "z" sound:

a fox's cunning	anyone's choice
the girl's dress	the tree's leaves
somebody's letter	the mother's hope
the room's color	the men's store
the children's game	the M. D.'s charges
one's desire	anybody else's way
nobody's business	our school's record
Jeannie's grades	Mr. Smith's hopes

The preference is to add only an apostrophe to words when they end in an "s" or "z" sound

a lioness' strength	the lynx' tail
the boys' bicycles	the crocus' growth
the girls' dresses	the Roberts' address
his mistress' eyes	the hostess' gown
for goodness' sake	Dickens' story
M.D.s' theories	the Jones' house

However, it is also acceptable to add "s" if the sound is not unpleasant or difficult to pronounce:

a lioness's strength	the lynx's tail
his mistress's eyes	crocus's growth
the Roberts's address	the hostess's gown
Dickens's story	the Jones's house

NOT

the boys's bicycles	the girls's dresses
for goodness's sake	the M.D.s's theories

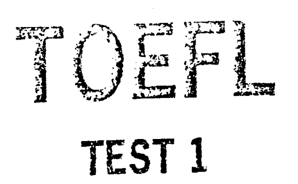
It is the sound that determines whether to add ('s) or only (').

THE "OF" PHRASE

When the possessive form refers to an animate object, such as a person, the addition of ' or 's to the noun is the standard procedure. However, an "of" phrase is most often preferred when the possession refers to an inanimate object.

Chapter Three

The Sample Tests



TEST 1

TEST 1
ANSWER SHEET

Section 1:
Structura and
Written Expression

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
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Section 2

Vocabulary and Reading Comprehension

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Section 1:

STRUCTURE AND WRITTEN EXPRESSION

TIME: 25 Minutes
40 Questions

DIRECTIONS: Questions 1-15 are incomplete sentences. Beneath each sentence are four words or phrases marked (A), (B), (C), and (D). Choose the **one** word or phrase which best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the answer you have chosen.

1. When he was going away for the weekend, he ____ his neighbor water the lawn.
   (A) got (B) has
   (C) requested (D) had

2. Not only did many people volunteer to bring food for the picnic, ______________
   (A) but also drinks and games.
   (B) many people offered to bring drinks and games.
   (C) many people did not offer to bring drinks and games.
   (D) they brought food.

3. Vasco Núñez de Balboa ________ the Pacific Ocean in 1513.
   (A) was discovered
   (B) had discover
   (C) discovered
   (D) discover

4. While my brother has excellent eyesight, he ____ hard of hearing.
   (A) has
   (B) is
   (C) was
   (D) isn't

5. My cousin lives _____ a farm.
(A) at
(B) on
(C) in
(D) within

6. When she was a young girl, she used to wish she _____ a princess.
(A) were
(B) was
(C) is
(D) became

7. Travelers checks are useful when one is travelling because _________ people refuse to accept them.
(A) quite a few
(B) a few
(C) few
(D) many

8. We usually expect that _________ bring bad news.
(A) a telegram
(B) telegrams
(C) telegram
(D) the telegrams

9. If we _________ salt, the soup would have been tastier.
(A) add
(B) could add
(C) don't add
(D) had added

10. For a variety of reasons, many American young adults are returning home or are not leaving home at all, _________________________.
(A) which has made families to react in different ways.
(B) which makes families react in different ways to this.
(C) to which makes families react in different ways.
(D) which is making families react in different ways.

11. Had I run out of gas, I ________ called the garage.
   (A) had
   (B) would have
   (C) would
   (D) should have

12. Paterson was angry _____ his friend and threw a book at him.
   (A) with
   (B) at
   (C) on
   (D) about

13. You _____ better study a lot next week, if you want to get through that exam.
   (A) should
   (B) had
   (C) will
   (D) must

14. Your friends won't be late, ________?
   (A) won't they
   (B) will they
   (C) isn't it
   (D) is it

15. ________________________________ guns had been made by skilled gunsmiths, one at a time.
   (A) In 1798, Eli Whitney came up with a new idea,
   (B) In 1798, when Eli Whitney came up with a new idea,
   (C) Since 1798 Eli Whitney had been working on a new idea,
   (D) Until 1798, when Eli Whitney came up with a new idea,

DIRECTIONS: In questions 16-40 each sentence has four underlined words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase which is incorrect and must be changed to make the sentence correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the answer you have chosen.

16. The lab's (A) conversational desk top is a (B) voice-controlled computer system that (C) acts like an automatic receptionist, personal secretary and travel agent which (D) screening all calls, taking messages and making airline reservations.

17. Even among the general public, consciousness has been (A) raised high enough so that (B) anyone sporting finery made from the skins of an endangered animal run (C) the risk of at least a verbal (D) assault.

18. Coastal erosion is the only (A) natural process (B) that has altered (C) the world's shorelines ever since the oceans formed first (D) some three billion years ago.

19. Surveys note (A) however, that the elderly are frequent victims of certain types of crimes, (B) like (C) purse-snatching. (D)

20. Noise is external and excessive (A) stimulus that increases (B) rather (C) than (D) decreases your tension.

21. Although (A) teachers around the world are separated by (B) thousands of miles, their methods of (C) trying to encourage children to write springs (D) from a common source.

22. The professor managed to attending to the needs of his family while working day
A B C
and night for the prestigious award.
D

23. Jan later laughs about having fell into the pond, although she was very
A B C
embarrassed about it then.
D

24. Only one egg hatched after twenty-eight days, while all the others hatched after
A B C
twenty-ninth day.
D

25. A few and the 50 stamps that my sister had were either for sale or trade.
A B C D

26. My grandmother could never understand why I preferred a twenty-stories building
A B
to a rambling house in the fields.
C D

27. "The Starlight Cafe" is a good place for order seafood but not to order meat.
A B C D

28. The legendary Robin Hood used to steal from the rich people to give to all poor.
A B C D

29. Although the poor families are fast learning the new trade, the lack of education
A B
are hampering their advancement.
C D

30. In the event (A) something happening to (B) the family, the lawyer (C) assured her that the house would go to her friend (D).

31. The entire city (A) except (B) the Western section is (C) being plunge (D) into darkness for the night.

32. Frank and Anna Johnson had (A) a daughter who were (B) born in 1950, but who died (C) a few years later (D).

33. Americans tend to embody to what (A) many is (B) a curious combination of admiration for (C) their political system in general and disdain for its (D) particular operations.

34. I have been (A) having headaches so often later (B) that (C) I think I ought to (D) see a doctor.

35. Thousands (A) years ago, the world had several ice ages; (B) or periods (C) of time when the climate was very cold and thick sheets of ice covered much of (D) the earth.

36. Hunger (A) is not (B) an unavoidable phenomena (C) as are death and taxes (D).

37. Peter Weir, the prominent (A) Australian filmmaker and screenplay writer, and (B) was planning (C) to visit the United States to make (D) a film.

38. While most Americans may admire a person who speaks (A) more than one language, (B) most of them do not place any value on (C) learning another language themself. (D)

39. Having spent (A) his childhood longing for books, Andrew Carnegie realized their value and went on to become (B) the largest donor of funds the American (C) public library system has ever had donors. (D)

40. The survival instinct (A) of cockroaches are (B) so great that they are (C) known to reproduce even within (D) a ring of fire.

STOP

If time still remains, you may review work only in this section.
When the time allotted is up, you may go on to the next section.

Section 2 : VOCABULARY AND READING COMPREHENSION

TIME: 45 Minutes
60 Questions

DIRECTIONS: In questions 1-30 each sentence has an underlined word or phrase, marked (A), (B), (C), and (D). Choose the **one** word or phrase which **best keeps the meaning of the original sentence** if it replaced the underlined word or phrase. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the answer you have chosen.

1. Adrenalin is a hormone which stimulates the <u>autonomic</u> nervous system.
   (A) indifferent
   (B) unmoved
   (C) involuntary
   (D) unaffected

2. Riboflavin helps the body obtain energy from carbohydrates and protein <u>substances</u>.
   (A) roots
   (B) flavors
   (C) powders
   (D) material

3. A forest is a <u>vibrant</u>, complex community of many forms of life.
   (A) active
   (B) morbid
   (C) sluggish
   (D) feeble

4. The <u>symptoms</u> of what is popularly called "senility" include serious forgetfulness, confusion, and certain other changes in personality and behavior.
   (A) diagnosis
   (B) signs
   (C) anomalies
   (D) retorts

5. In tropical climates, where there is abundant rain and intense sunlight, plant life is luxuriant and varied.
   (A) scant
   (B) ample
   (C) hard
   (D) detrimental

6. A cave is a natural opening in the ground extending beyond the zone of light, and large enough to permit the entry of man.
   (A) region
   (B) hamlet
   (C) refrain
   (D) aversion

7. Trees are the dominant feature of forest ecosystems because they grow to be oldest and largest, and seem to be a permanent part of the system.
   (A) inferior
   (B) secondary
   (C) subordinate
   (D) major

8. Although the electric eel is the best known generator of electricity, there are at least 500 kinds of fish that generate appreciable amounts of electricity.
   (A) negligible
   (B) insignificant
   (C) measurable
   (D) inconsequential

9. "Tidal waves" are not caused by the tides, but by movement of the ocean floor. Their proper name is tsunami, a word of Japanese origin.
   (A) death
   (B) inception
   (C) politics
   (D) taste

10. Dr. Robert H. Goddard, physics professor at Clark University, Worchester, Massachusetts, was largely responsible for the sudden interest in rockets in the 1920s.
(A) principally
(B) scarcely
(C) rarely
(D) hardly

11. Canals in a tree truck carry minerals and water to the branches and leaf tips.
(A) rivers
(B) ducts
(C) viaducts
(D) dingy

12. Man has always been fascinated by robots, computers and automatons.
(A) scientists
(B) humans
(C) automation engineers
(D) androids

13. The ultimate robot of fiction, superior in physical strength and mental capacity, runs the world for his human creators.
(A) diminutive
(B) banal
(C) mundane
(D) superlative

14. Inflammation of a joint is characteristically symptomatic of the ailment arthritis.
(A) digression
(B) malady
(C) lament
(D) menace

15. Pantothenic acid is needed to support a variety of body functions, including proper growth and maintenance.

(A) upkeep
(B) demise
(C) cessation
(D) downfall

16. The famous American Indian artwork, "Burial of the Weaver," was found in a small cliff alcove not far from Antelope House.

(A) vastness
(B) extensiveness
(C) niche
(D) capacious

17. Early farmers were accomplished makers of baskets.

(A) clumsy
(B) inept
(C) amateurish
(D) skilled

18. Bostonian Elizabeth Cady Stanton and friends held the famous 1848 convention in Seneca Falls, New York, to publicize the long-standing injustice to women.

(A) rectitude
(B) unfairness
(C) equity
(D) impartiality

19. Aphasia can occur after severe head trauma or a brain infection.

(A) therapies
(B) travail
(C) injury
(D) pain

20. Sometimes a species is crowded out of its habitat by other competing species.

(A) environment
(B) loot
(C) pact
(D) foundation

21. All families are very diverse, so there can really be no one single set of questions that will elicit family folklore from all families.

(A) confiscate
(B) surmise
(C) draw
(D) snatch

22. Billy the Kid is quite an infamous character in American Wild West history.

(A) notorious
(B) esteemed
(C) honorable
(D) reputable

23. A report is often tangible proof that the research was really completed.

(A) elusive
(B) concrete
(C) vague
(D) flimsy

24. Every family is unique because each family's history is so different.

(A) ordinary
(B) common
(C) everyday
(D) peerless

25. A good cry can be a healthy way to bring relief from anxiety, and it might even prevent a headache or other physical consequence.

(A) cause
(B) origin
(C) source
(D) outcome

26. There is a Statue of Freedom atop the dome of the Capitol Building in Washington, D.C.

(A) nadir
(B) capping
(C) depth
(D) bottom

27 Individual freedom and self-reliance are two of the basic values of Americans.

(A) dependence
(B) contingence
(C) autonomy
(D) parasitic

28. Recognizing that it is difficult to let children go, the parents advocated gradually allowing them more and more freedom or control over their own lives.

(A) recommended
(B) discouraged
(C) countered
(D) opposed

29. Any person has the right to petition the government.

(A) entreat
(B) indurate
(C) annoy
(D) corrupt

30. Fireplaces are at best poor heaters, because volatile gases are drawn up the chimney before they adequately release their energy into the surrounding room.

(A) unchanging
(B) ignitable
(C) constant
(D) terse

DIRECTIONS: In this section you will read several passages. Each one is followed by several questions about it. For questions 31-60, you are to choose the best answer to each question, marked (A), (B), (C), and (D). Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the answer you have chosen.

Passage 1

As viewed from space, Earth's distinguishing characteristics are its blue waters and white clouds. Enveloped by an ocean of air consisting of 78% nitrogen and 21% oxygen, the planet is the only one in our solar system known to harbor life. Circling the Sun at an average distance of 149 million km (93 million miles), Earth is the third planet from the Sun and the fifth largest planet in the solar system.

Its rapid spin and molten nickel-iron core give rise to an extensive magnetic field which, coupled with the atmosphere, shields us from nearly all of the harmful radiation coming from the Sun and other stars. Most meteors burn up in the Earth's atmosphere before they can strike the surface. The planet's active geological processes have left no evidence of the ancient pelting it almost certainly received soon after it was formed.

The Earth has a single natural satellite—the Moon.

31. The main idea of this passage is that
    (A) there are life-supporting characteristics on Earth
    (B) Earth is predominantly water
    (C) Earth has no common characteristics with other planets
    (D) Earth is the only planet with a moon

32. The word "distinguishing" as it is used in this selection means
    (A) elevating in nature
    (B) devastating in nature
    (C) characteristics like all other planets
    (D) characteristics that set it apart from other planets

33. It's probable that the next paragraph would discuss
    (A) people on planets
    (B) the solar system as a whole
    (C) the Earth's natural satellite—the Moon
    (D) rings around Saturn

34. As used in this selection, the word "harbor" is synonymous with
(A) support
(B) surround
(C) water
(D) include

35. This selection leads one to believe that
(A) Earth never gets hit by meteors
(B) Earth always gets hit by meteors
(C) Earth was hit by meteors in some past time period
(D) Earth may be bombarded by meteors in the near future

Passage 2

Since life began eons ago, thousands of creatures have come and gone. Some, such as the dinosaurs, became extinct due to naturally changing ecologic conditions. More recent threats to life forms are humans and their activities.

Sadly, we can no longer attribute the increasing decline in our wild animals and plant species to "natural" processes. Many species are dying out because of exploitation, habitat alteration or destruction, pollution, or the introduction of new species of plants and animals to an area. As mandated by Congress, protecting endangered species, and restoring them to the point where their existence is no longer jeopardized, is the primary objective of the U.S. Fish and Wildlife Service's Endangered Species Program.

36. The tone of this passage is
(A) nationalistic
(B) pro-wildlife
(C) anti-wildlife
(D) feminist

37. "Habitat alteration" as used in this paragraph means
(A) changing clothes
(B) changing animals' environments
(C) changing humans' environments
(D) climate change

38. According to this passage
(A) man is the cause of some animal extinction
(B) animals often bring about their own extinction
(C) Congress can absolutely end extinction of animals
(D) a law is more important than human responsibility

39. Which of the following is not a cause of increasing decline of wild animal population?
  (A) exploitation
  (B) pollution
  (C) habitat alteration
  (D) Congressional law

40. The primary objective of the U.S. Fish and Wildlife Service's Endangered Species Program can be stated as
  (A) custodial care of endangered species
  (B) enforcement of Congressional law
  (C) education of the public
  (D) stopping pollution

Passage 3

With the sudden onset of severe psychotic symptoms, the individual is said to be experiencing acute schizophrenia. "Psychotic" means out of touch with reality, or unable to separate real from unreal experiences. Some people have only one such psychotic episode; others have many episodes during a lifetime but lead relatively normal lives during interim periods. The individual with chronic (continuous or recurring) schizophrenia often does not fully recover normal functioning and typically requires long-term treatment, generally including medication, to control the symptoms. Some chronic schizophrenic patients may never be able to function without assistance of one sort or another.

41. "Acute" as used to describe schizophrenia in the passage means
  (A) chronic
  (B) recurring
  (C) severe
  (D) mild

42. It can be inferred from the passage that a person experiencing acute schizophrenia most likely
  (A) cannot live without medication
  (B) cannot go on living
  (C) can hold a full-time job
  (D) cannot distinguish real from unreal

43. According to this passage, thinking that one can fly might be an example of
(A) medicine overdose
(B) being out of touch with reality
(C) recovering normal functioning
(D) symptom control

44. The passage suggests that the beginning of severe psychotic symptoms of acute schizophrenia may be any of the following except
(A) debilitating
(B) sudden
(C) occurring after a long period of normalcy
(D) drug-induced

45. The passage implies that normal life may be possible for the chronic schizophrenic with the help of
(A) medicines
(B) neurotic episodes
(C) psychotic episodes
(D) time

Passage 4

Stress is with us all the time. It comes from mental or emotional activity as well as physical activity. It is unique and personal to each of us. So personal, in fact, that what may be relaxing to one person may be stressful to another. For example, if you're a busy executive who likes to keep occupied all of the time, "taking it easy" at the beach on a beautiful day may feel extremely frustrating, nonproductive, and upsetting. You may be emotionally distressed from "doing nothing." Too much emotional stress can cause physical illnesses such as high blood pressure, ulcers, or even heart disease. Physical stress from work or exercise is not likely to cause such ailments. The truth is that physical exercise can help you to relax and to better handle your mental or emotional stress.

46. This article, published by the Department of Health and Human Services, probably came from the
(A) Federal Bureau of Investigation
(B) Alcohol, Drug Abuse, and Mental Health Administration
(C) Education Administration
(D) Communicable Diseases Administration

47. Stress is
   (A) optional
   (B) relaxing
   (C) manageable
   (D) the same for all people

48. A source of stress not specifically mentioned in this passage is
   (A) educational activity
   (B) physical activity
   (C) mental activity
   (D) emotional activity

49. Physical problems caused by emotional stress can appear as all of the following except
   (A) ulcers
   (B) pregnancy
   (C) heart disease
   (D) high blood pressure

50. One method mentioned to help handle stress is
   (A) physical exercise
   (B) tranquilizers
   (C) drugs
   (D) taking it easy

Passage 5

The "Karat" marking on jewelry tells you what proportion of gold is mixed with other metals. If 14 parts of gold are mixed with 10 parts of base metal, the combination is called 14 Karat (14K) gold. The higher the Karat rating, the higher the proportion of gold in the object. The lowest Karat gold that can be marketed in the United States is 10 Karat. Jewelry does not have to be marked with its Karat quality, but most of it is. If there is a Karat quality mark, next to it must be the U.S. registered trademark of the person or company that will stand behind the mark, as required by the National Gold and Silver Stamping Act.

51. "Karat", as it used in the jewelry industry, refers to the
   (A) jeweler's appraisal
   (B) U.S. registered trademark
   (C) amount of gold mixed with other metals
   (D) money value

52. Gold which is 10 Karat in proportion
   (A) represents the highest grade of gold in the U.S.
   (B) cannot be sold in the U.S.
   (C) never carries a Karat quality mark
   (D) represents the lowest-grade gold marketable in the U..S.

53. If gold is marked with a Karat quality mark, it must also
   (A) bear a national gold and silver stamp
   (B) bear the registered trademark of the entity standing behind the mark
   (C) bear a "made in the USA" mark
   (D) bear a percentage mark

54. If the jewelry is marked, fourteen parts of gold mixed with 10 parts of base metal will always bear
   (A) a 14K mark
   (B) a 10K mark
   (C) an 18K mark
   (D) a platinum mark

55. This paragraph serves the consumer as
   (A) important buying information
   (B) a challenge to buy more gold
   (C) a debate over gold prices
   (D) advice about buying silver

Passage 6

Mr. Faugel was convinced that student nervousness had affected their scores; to reduce the anxiety of these students who had already been tested, he gave 22 of them a beta blocker before readministration of the test. Their scores improved significantly. The other 8 students (who did not receive the beta blockers) improved only slightly. Second-time test-takers nationwide had average improvements which were similar to those in Faugel's non-beta blocker group.

Beta blockers are prescription drugs which have been around for 25 years. These medications, which interfere with the effects of adrenalin, have been used for heart conditions and for minor stress such as stage fright. Now they are used for test anxiety. These drugs seem to help test-takers who have low scores because of test fright, but not those who do not know the material. Since there can be side effects from these beta blockers, physicians are not ready to prescribe them routinely for all test-takers.

56. According to the passage
   (A) all people can take beta blockers
   (B) beta blockers are widely prescribed
   (C) beta blockers work only on test anxiety
   (D) beta blockers work only to improve test scores if the test-taker truly knows the material

57. "Readministration" in this passage refers to
   (A) giving the test again to people without administering beta blockers
   (B) giving the test again to both groups after beta blockers have been administered to one group
   (C) giving the test to both groups of test-takers and then giving them beta blockers
   (D) giving the beta blockers without retesting

58. What possible use for beta blockers was not discussed in this passage?
   (A) test anxiety
   (B) pain relief
   (C) minor stress
   (D) heart conditions

59. Beta blockers work on some physical and emotional symptoms because they
   (A) fool a person into a healthier stance
   (B) interfere with the side effects of adrenalin
   (C) produce side effects worse than the symptoms
   (D) primarily change human thought processes

60. Faugel's research showed that beta blockers given to his sample
   (A) increased scores less that the national average
   (B) increased scores the same as the national average
   (C) decreased scores
   (D) increased scores much more than the national average

STOP

If time still remains, you may review work only in this section.

Detailed Explanations of Answers

TEST 1

SECTION 1: STRUCTURE AND WRITTEN EXPRESSION

1.	(D)	11.	(B)	21.	(D)	31.	(D)
2.	(A)	12.	(A)	22.	(A)	32.	(B)
3.	(C)	13.	(B)	23.	(B)	33.	(A)
4.	(B)	14.	(B)	24.	(D)	34.	(B)
5.	(B)	15.	(D)	25.	(A)	35.	(A)
6.	(A)	16.	(D)	26.	(B)	36.	(C)
7.	(C)	17.	(C)	27.	(B)	37.	(B)
8.	(B)	18.	(D)	28.	(D)	38.	(D)
9.	(D)	19.	(B)	29.	(C)	39.	(D)
10.	(D)	20.	(A)	30.	(A)	40.	(B)

SECTION 2: VOCABULARY AND READING COMPREHENSION

1.	(C)	16.	(C)	31.	(A)	46.	(B)
2.	(D)	17.	(D)	32.	(D)	47.	(C)
3.	(A)	18.	(B)	33.	(C)	48.	(A)
4.	(B)	19.	(C)	34.	(A)	49.	(B)
5.	(B)	20.	(A)	35.	(C)	50.	(A)
6.	(A)	21.	(C)	36.	(B)	51.	(C)
7.	(D)	22.	(A)	37.	(B)	52.	(D)
8.	(C)	23.	(B)	38.	(A)	53.	(B)
9.	(B)	24.	(D)	39.	(D)	54.	(A)
10.	(A)	25.	(D)	40.	(A)	55.	(A)
11.	(B)	26.	(B)	41.	(C)	56.	(D)
12.	(D)	27.	(C)	42.	(D)	57.	(B)
13.	(D)	28.	(A)	43.	(B)	58.	(B)
14.	(B)	29.	(A)	44.	(D)	59.	(B)
15.	(A)	30.	(B)	45.	(A)	60.	(D)

Section 1:

STRUCTURE AND WRITTEN EXPRESSION

Explanations

1. (D) (A) is incorrect because **got** should be followed by **to water the lawn.** The structure is **getting someone to do something.** (B) is incorrect, as the sentence talks about an incident that took place in the past, when he went away for the weekend. (C) is incorrect because **requested**, like **got**, has to be followed by **to do something.** (D) is the correct answer. The structure is **have someone do something** for the person. As the sentence is in the past tense, the verb should be **had.**

2. (A) (A) is the correct answer. **Not only... but also** is the structure. They not only offered to bring food, but also drinks and games. (B) is incorrect because **many people** is redundant and **not only** would not be necessary if the sentence is simply about what people offered to bring. (C) is incorrect because **not only** suggests immediately that people offered more than to bring just food for the picnic. (D) is incorrect for the same reason as (C).

3. (C) (A) is incorrect, as it suggests that Núñez de Balboa was discovered, rather than the ocean. (B) is incorrect because **had** must be followed by the past participle of the verb. (C) is the correct answer. The simple past tense must be used to describe an action that took place on a specific date. (D) is incorrect because the verb has not been put in the right tense.

4. (B) (B) is the correct answer. The structure is **to be hard of hearing.** So in use, the structure would read **He is hard of hearing, The old men are hard of hearing.** (A) is incorrect because **has** is used with **poor vision.** (C) is incorrect because the sentence is in the present. (D) is incorrect because **while** is used when comparing the brother's senses—**While one is good, the other is poor.**—and not to suggest that both are good.

5. (B) (A) is incorrect because **at** suggests nearness rather than exactness with reference to places. (B) is correct because the accepted preposition used with **farm** is **on.** (C). Although this would be the obvious choice as in **live in a house,** or **live in New York,** it is incorrect when used with **farm.** (D) is incorrect because it suggests confinement to a place.

6. (A) (A) is the correct answer. Wishes are always used with **were**, whether in the past or present e.g., **I wish I were a....** (B) is incorrect. Although this would be the obvious choice because third person singular is used with **was**, the verb **wish** changes that to **were.** (C) is incorrect because the entire sentence is in the past. (D) is incorrect because the young girl can only wish she could become (the future past tense)

7. (C) (A) is incorrect because it contradicts the sentence. Why would they be useful if quite a few people don't accept them? (B) is incorrect. Here it is important to pay attention to the difference between **few** and **a few**. **Few** signifies a lesser number than **a few**. In this sentence the least number is preferred. (C) is correct. **Few** used without an article means that there are **very few people** who would accept the checks. (D) is incorrect for the same reason as (A).

8. (B) (A) is incorrect because the verb is conjugated to the third person plural, while the subject is in the third person singular. (B) is the correct answer. The plural noun is used to represent the entire class of telegrams. (C) is incorrect for the same reason as (A). (D) is incorrect because when referring to telegrams as a class, it is not required to use **the**.

9. (D) (A) is incorrect because the sentence is in the past as indicated by the verb **would have**. (B) is incorrect. **Could add** means that the salt could be added later, but the sentence is in the past. (C) is incorrect. **If we had not added the salt, the soup would have been tastier.** The verb **don't add** is inconsistent with the sentence. (D) is correct. Since the first action should have taken place before the second action, the tense to be used is past perfect. **If we had added salt, the soup would have been tastier.**

10. (D) (A) is incorrect. The use of the present perfect in the second half of the sentence is not consistent with the correct tense throughout. The use of the preposition **to** is incorrect also. The correct structure is **make families react to something**. (B) is incorrect. **To this** is redundant because of the presence of **which**, a relative pronoun. (C) is incorrect because of the use of both **to which** and **which makes**. It can only be either, not both. (D) is correct. To keep consistent with the tense through out the sentence, it must read, **which is making families...**

11. (B) (A) is incorrect because **had called** suggests that the action already took place, whereas the whole sentence is speculative, **if it had happened to me...** (B) is correct. **If I had run out of gas, I would have called the garage** (speculation in the past). (C) is incorrect. **Would** cannot be used with a past participle alone without the auxiliary verb. (D) is incorrect. **Should have** can be used if the incident really happened, as in **when I ran out of gas, I should have called the garage.**

12. (A) (A) is correct. One can be angry **with** a person and angry **at** a situation or thing. (B) is incorrect. Although accepted colloquially, it is incorrect to say that a person was **angry at someone**. (C) is incorrect. **On** is not an accepted preposition to be used with **angry**. (D) is incorrect. **About** is also an unacceptable preposition with **angry**.

13. (B) (A) is incorrect because of the presence of **better**. It is, however, correct to say **you should study, h...** (B) is the correct answer. **had better study** is a structure used to warn or to make a strong suggestion, e.g., **you had better take an umbrella today, it looks like rain.** (C) is incorrect, because of the presence of **better**. **Will** also does not have that element of warning or precaution. (D) is incorrect because of **better** in the middle of the verb. **You must study a lot** is correct by itself.

14. (B) (A) is incorrect because a negative question always has a positive tag question. (B) is the correct answer. The negative question has a positive tag, e.g., **They are not coming today, are they?** (C) is incorrect. It is important to watch for the main verb in the question, when adding a tag, as it is easy to make a mistake and add **isn't it?** (D) is incorrect because the auxiliary verb in the question is **won't**.

15. (D) (A) is incorrect because the clause **Eli Whitney came up with a new idea,** does not have a relative pronoun which makes the sentence complete. (B) is incorrect because the act of making guns should be described in the past continuous tense rather than the past perfect. The sentence would then read, **In 1798, when Eli Whitney came up with a new idea, guns were being made by skilled gunsmiths one at a time.** (C) is incorrect because there is no conjunction between the first and second parts of the sentence. (D) is the correct answer. **Until such time when Eli Whitney came up with a new idea, guns had been made by gunsmiths.**

16. (D) (D) is incorrect. **Which** is unnecessary because of the use of **that** earlier on in the sentence.

17. (C) (C) is incorrect. **Anyone** is used with the third person singular form of the verb. Therefore, it would be correct to say **Anyone runs the risk....**

18. (D) (D) is incorrect. The adjectives in most cases precede the noun. Therefore, it should read, **...since the oceans first formed.**

19. (B) (B) is incorrect. Crime is an uncountable noun. The sentence should read **... victims of certain types of crime.**

20. (A) (A) is incorrect. Although there are two adjectives, the first one should carry the article, **an**.

21. (D) (D) is incorrect. It is an error in number. **Their methods...spring** is correct

22. (A) (A) is incorrect. The structure is attending to a person's needs, a person's problem, etc. The correct sentence would read, The professor managed to attend to the needs of his family....

23. (B) (B) is incorrect. Having fallen should be the correct tense of the verb. The sentence describes an action that took place in the past, but is being talked about in the present.

24. (D) (D) is incorrect. The definite article, the, should be placed before the specific day.

25. (A) (A) is incorrect. And should be replaced by of.

26. (B) (B) is incorrect. It is an example of a compound noun, where the noun is always in the singular. It should read a twenty-story building; other examples: a four-door car, a three-room apartment.

27. (B) (B) is incorrect. The main verb is order and it should be in the infinitive, to order, when preceded by a good place.

28. (D) (D) is incorrect. Since there is no repetition of people, the definite article should be used with rich. It should read ...to give to all the poor.

29. (C) (C) is incorrect. Lack of education is singular and should be followed by is hampering....

30. (A) (A) is incorrect. The preposition of should follow in the event, when followed by the verb in the -ing form. Otherwise, it would have been correct to read it as in the event something happens to....

31. (D) (D) is incorrect. The past participle of the main verb should be used: plunged, as the sentence is in the passive voice.

32. (B) (B) is incorrect. This sentence requires a detailed look: who refers to the daughter that Frank and Anna had, and so the verb should be was.

33. (A) (A) is incorrect. It is a case of reversal of the relative pronoun and the preposition. Americans tend to embody something what to many appears to be a curious combination...

34. (B) (B) is incorrect. Later has been wrongly used instead of the correct adverb of time, lately.

35. (A) (A) is incorrect. When there is no clear indication of how many thousand years ago, it is correct to say thousands of years ago, in general.

36. (C) (C) is incorrect. The singular phenomenon should be used to describe the singular noun hunger.

37. (B) (B) is incorrect because and is unnecessary. If the adjectival clause, the prominent Australian filmmaker and screenplay writer, were removed, the sentence should read Peter Wier was planning to visit the US to make a film. In such a case, and is simply redundant.

38. (D) (D) is incorrect. The plural reflexive pronoun is themselves.

39. (D) (D) is incorrect. Donors at the end of the sentence is redundant. In such a case, the rule of ellipsis enables us to drop repeated information. Largest donor suggests that he donated the maximum amount of money among donors, so it is unnecessary to repeat donors.

40. (B) (B) is incorrect. The subject is the survival instinct, not cockroaches, so the verb should be is.

Section 2 : VOCABULARY AND READING COMPREHENSION

Explanations

1. (C) "Autonomic" means self-governing, and involuntary is therefore correct. (A), "indifferent," (B), "unmoved," and (D), "unaffected" are all antonyms of autonomic and are therefore incorrect.

2. (D) "Material" is synonymous with substance and is therefore correct. (A), "roots," are beginnings. (B), "flavors," means taste and (C), "powders," means small particles.

3. (A) "Active," as in living and growing, is correct. (B), "morbid," means death, (C), "sluggish," and (D), "feeble," are the opposite of "active."

4. (B) "Signs," as in medical indicators, is correct. (A), "diagnosis," means identification of the problem. (C), "anomalies," is a word which means the opposite of normal things and (D), "retorts," means replies.

5. (B) "Ample," meaning sufficient, is the correct answer. Answer (A), "scant," is a word which means the opposite of abundant. "Hard," (C) is incorrect, as is "detrimental," (D), which means damaging.

6. (A) "Region," meaning area, is the correct answer. (B), "hamlet," is a small village. (C), "refrain," means a repetition and (D), "aversion," means an intense dislike.

7. (D) "Major," as in the most important, is the correct answer. (A), "inferior," (B), "secondary," and (C), "subordinate," are all antonyms and therefore incorrect.

8. (C) "Measurable," is a synonym for appreciable and therefore correct. (A), "negligible," (B), "insignificant," and (D), "inconsequential," are all antonyms and therefore incorrect.

9. (B) "Inception," is synonymous with "origin." (A), "death," means expiration, (C), "politics," refers to governmental workings and (D), "taste," means to distinguish flavors.

10. (A) "Principally," means the most important, in the same sense as "largely", in the sentence. (B), "scarcely," (C), "rarely," and (D), "hardly," mean just the opposite and are therefore incorrect.

11. (B) "Ducts" are similar to canals and is therefore correct. (A), "rivers," are large bodies of water. (C), "viaducts," are spans and arches which carry roadways. (D), "dingy," means dirty and shabby.

12. (D) "Androids," are the same as "automatons." (A), "scientists," (B), "humans," and (C), "automation engineers," are all living beings and therefore incorrect.

13. (D) "Superlative" is synonymous with ultimate and therefore correct. (A), "diminutive," means the smallest amount. (B), "banal," and (C), "mundane," mean ordinary.

14. (B) "Malady" is the same as an ailment. (A), "digression," means getting off the point in speaking or writing. (C), "lament," means to express sorrow and (D), "menace," means to threaten.

15. (A) "Upkeep" is synonymous with maintenance. (B), "demise," (C), "cessation," and (D), "downfall," are all antonyms and therefore incorrect.

16. (C) "Niche" is synonymous with alcove, meaning a small space. (A), "vastness," (B), "extensiveness," and (D), "capacious," are all antonyms meaning larger spaces and are therefore incorrect.

17. (D) "Skilled" is synonymous with accomplished. (A), "clumsy," (B), "inept," and (C), "amateurish," are all antonyms and therefore incorrect.

18. (B) "Unfairness" is synonymous with injustice while (A), "rectitude," (C), "equity," and (D), "impartiality," all mean the opposite.

19. (C) "Injury" is synonymous with trauma. (A), "therapy," implies treatment. (B), "travail" means distress, but is not as severe as trauma. (D), "pain," is also not as severe as trauma.

20. (A) "Environment" is synonymous with habitat. (B), "loot," means stolen goods. (C), "pact," means a treaty. (D), "foundation," means bottom or beginning.

21. (C) "Draw" means to elicit, as in "draw out of someone," and is therefore correct. (A), "confiscate," means to seize. (B), "surmise," means to guess. (D), "snatch," means to grab.

22. (A) "Notorious" is synonymous with infamous. (B), "esteemed," (C), "honorable," and (D), "reputable," are all antonyms of infamous.

23. (B) "Concrete" is synonymous with tangible. (A), "elusive," (C), "vague," and (D), "flimsy," are all antonyms.

24. (D) "Peerless" is synonymous with unique. (A), "ordinary," (B), "common," and (C), "everyday," are all antonyms and therefore incorrect.

25. (D) "Outcome" means the same as consequence. (A), "cause," (B), "origin," and (C), "source," are all antonyms and therefore incorrect.

26. (B) "Capping" implies atop. (A), "nadir," (C), "depth," and (D), "bottom," are all antonyms and therefore incorrect.

27. (C) "Autonomous" is synonymous with self-reliance. (A), "dependence," (B), "contingence," and (D), "parasitic," are all antonyms and therefore incorrect.

28. (A) "Recommended" is synonymous with advocated. (B), "discouraged," (C), "countered," and (D), "opposed," are all antonyms of advocated and therefore incorrect.

29. (A) "Entreat," is the same as to petition. (B), "indurate," means to petrify. (C), "annoy," means to pester. (D), "corrupt," means to lead astray.

30. (B) "Ignitable" means the same as volatile and is therefore correct. (A), "unchanging," and (C), "constant," are the opposite. (D), "terse," means concise.

31. (A) In the first paragraph there is the statement, "the planet is the only one in our solar system known to harbor life." Coupled with the statement in the second paragraph that Earth is shielded from radiation rays, they show why life is possible on Earth. Although Earth's moon (D) is mentioned, the passage says nothing about the existence of moons near other planets. There are no facts given to support choices (B) or (C)

32. (D) Basic knowledge enables the reader to know that not all planets are covered with blue oceans. This characteristic is unique to the Earth, making (D) "characteristics that set it apart from other planets," the correct answer.

33. (C) Since paragraph three discusses the Moon, it may be assumed that further discussion of the Moon will follow, making (C) "the Earth's natural satellite—the Moon" the next probable paragraph. "People on planets" (A) and "rings around Saturn" (D) are not mentioned, and (B) "the solar system in general" is too unspecific.

34. (A) One definition of "harbor" is "support." (B) and (D) are not relevant. Another meaning of harbor is as a body of water. That is not the correct meaning in this case, as can be discerned by examining the context of the word within the passage.

35. (C) The words in the last paragraph, "the planet's active geological processes have left no evidence of the ancient pelting it almost certainly received soon after it formed," lead the reader to believe that Earth was hit by meteors in some past time period. (A) "Earth never gets hit by meteors" is directly opposite to this. (B) "Earth always gets hit" is probably false, and (D) "Earth may be bombarded by meteors in the near future" is not discussed in the passage.

36. (B) "Pro-wildlife" is the correct answer, since everything said favors the protection of wildlife. Words such as "sadly" infer sympathy towards the cause. (A) "nationalistic" is not discernible nor is (D) "feminist." (C) "anti-wildlife" cannot be correct because of the use of "Sadly" in connection with certain wildlife due to human factors.

37. (B) "Changing animals' environments" is correct. (A) is incorrect because the paragraph does not refer to members of religious orders whose articles of clothing are called "habits." (C) "changing human' environments" is not correct because the word "habitat" does not usually apply to human environments. (D) is not correct because the phrase does not apply to weather.

38. (A) The words "more recent threats by humans," implies that "Man is the cause of some animal extinction." Animals are not mentioned as a cause (B). Congress can only pass laws, not guarantee their success (C), and (D) "a law is more important" is directly opposite to the truth.

39. (D) (A) "exploitation," (B) "pollution," and (C) "habitat alteration" are all mentioned in the passage as reasons why many species are dying out. Only Congressional law is mentioned as mandating protection.

40. (A) Choice (A) is mentioned as the primary objective of the U.S. Fish and Wildlife Service's Endangered Species Program. While (B) "law enforcement," (C) "education," and (D) "stopping pollution," are all methods of protection, the main goal of the service is custodial care.

41. (C) The word "acute" in the first sentence is a clue that (C) "severe" is the correct answer. The word "sudden" in the first sentence shows that (A) "chronic" could not be correct. (B) "recurring" means "happening again" so it is not correct. (D) "mild" is the opposite of the correct answer.

42. (D) This choice is correct as stated in the passage. (A) is wrong, as the passage states that only chronic schizophrenics necessarily need medication. (B) is incorrect, as nothing is said about dying. (C) is incorrect, since chronic schizophrenics have employment problems.

43. (B) "Being out of touch with reality" is correct. (A) "medicine overdose" is never discussed. (C) "recovering normal functioning" is the opposite of thinking that one could fly and (D) "symptom control" refers to the absence of symptoms; reality distortion is a symptom.

44. (D) "Drug-induced" is the only possibility not discussed so it is the correct answer. (A) "debilitating," (B) "sudden" and (C) "occurring after a long period of normalcy" are all given as possibilities.

45. (A) "Medicines" is the correct answer. (B) "neurotic episodes" are not mentioned. (C) "psychotic episodes" are mentioned as abnormal, and (D) "time," without treatment methods, will not permit a long-term normal life.

46. (B) The "Alcohol, Drug Abuse and Mental Health Administration" is the correct answer as stress falls under the category of mental health. (A) Federal Bureau of Investigation, (C) Education Administration or (D) Communicable Disease Administration would not publish an article on this topic.

47. (C) Physical exercise is mentioned as a method to reduce stress, thus making it manageable. (A) "optional" implies that we have a choice, which is not true, since everyone experiences stress at some time. (B) "relaxing" may help to relieve stress, but it does not define it. The words "it is unique and personal to each of us" shows that (D) "the same for all people" is not correct.

48. **(A)** "Educational activity" is the only source of stress that is not mentioned. (B) "physical activity," (C) "mental activity" and (D) "emotional activity" are all mentioned.

49. **(B)** "Pregnancy" is the only condition not mentioned, so it is the correct answer. (A) "ulcers," (B) "heart disease," and (D) "high blood pressures" are all mentioned.

50. **(A)** "Physical exercise" is mentioned as a stress handler. (B) "tranquilizers" and (C) "drugs" are not mentioned. (D) "taking it easy" is mentioned as actually causing stress in some individuals.

51. **(C)** The first sentence defines Karat as the proportion of gold mixed with other metals. (A) "jeweler's appraisal" refers to the worth of the gold and other metals. (B) "U.S. registered trademark" refers to a symbol announcing authenticity. (D) "money value" is very unspecific and could refer to any item, not necessarily gold.

52. **(D)** The sentence, "the lowest Karat gold that can be marketed in the U.S. is 10 Karat" shows (D) to be the correct answer. (A) "represents the highest grade of gold sold in the U.S." cannot be the answer as no "highest grade" is given in the passage. (B) "cannot be sold in the U.S." is untrue according to the passage. (C) "never carries a Karat quality mark" is not correct; although some jewelry may be unmarked, not all of it is.

53. **(B)** The sentence, "If there is a Karat quality mark, next to it must be the U.S. registered trademark of the person or the company that stands behind the mark" shows (B) to be correct. (A) cannot be correct as there is no mention of a national gold and silver stamp. (C) is not correct, as only the person or company is required to be stamped. (D) is not correct because the measure is in Karats and not in percentages.

54. **(A)** A 14K mark is defined in the second sentence. "If 14 parts of gold are mixed with 10 parts of base metal, the combination is called 14 Karat (14K) gold." (B) "a 10K mark" refers to 10 parts of gold. (C) "an 18K mark" refers to 18 parts of gold. (D) "a platinum mark" is not discussed in the passage.

55. **(A)** "Important buying information" is the correct answer, as a consumer educated about gold marking is a more skilled gold buyer. (B) "a challenge to buy more gold," (C) "a debate over gold prices," and (D) "advice about buying silver" are never mentioned.

56. (D) "Not those who do not know the material" implies that beta blockers will only work with test-takers who know the material. The last sentence implies that (A) "all people" and (B) "are not widely prescribed" are not correct. The second sentence of the second paragraph, "have been used for heart conditions..." shows that (C) "work only on test anxiety" is not correct.

57. (B) Improvements are noted in both groups, indicating all people were retested whether or not they took the beta blockers. (A) "without beta blockers" and (C) "testing and then giving beta blockers" are incorrect. (D) "without retesting" is incorrect.

58. (B) Pain relief is the only one not discussed. All other answers (A) "test anxiety," (C) "minor stress" and (D) "heart conditions" were discussed.

59. (B) "Interfere with the effects of adrenalin" is mentioned in the second sentence of the second paragraph. (A), (C), and (D) are not presented or explained fully.

60. (D) The passage states that the beta blocker group had significant improvement in their test scores. It also states that the non-beta blocker group showed only a slight improvement, which was similar to the nationwide average for second-time test-takers. From this it can be determined that the beta blockers "increased scores much more than the nationwide average." Choices (A), (B), and (C) are incorrect.

Test of English as a Foreign Language

TEST 2

ANSWER SHEET

Section 1:
Structure and Written Expression

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
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40. Ⓐ Ⓑ Ⓒ Ⓓ

Section 2:
Vocabulary and Reading Comprehension

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58. Ⓐ Ⓑ Ⓒ Ⓓ
59. Ⓐ Ⓑ Ⓒ Ⓓ
60. Ⓐ Ⓑ Ⓒ Ⓓ

Section 1:
STRUCTURE AND WRITTEN EXPRESSION

TIME: 25 Minutes
40 Questions

DIRECTIONS: Questions 1-15 are incomplete sentences. Beneath each sentence are four words or phrases marked (A), (B), (C), and (D). Choose the one word or phrase which best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the answer you have chosen.

1. ________________ aspects of his talk have global applications.
   (A) One of the
   (B) Some of
   (C) Any of the
   (D) Although some of the

2. The American way of life ______________________.
   (A) has admired and criticized.
   (B) has been admired and criticized.
   (C) have been admired and criticized.
   (D) has been the object of admiring and criticizing.

3. After a day's work in the lab, all the ________ were covered with iodine.
   (A) student's hands
   (B) students hands
   (C) students' hands
   (D) student's hand

4. Special airplane fares for tourists make travel ________________ than ever before.
   (A) expensive and attractive
   (B) less expensive and more attractive
   (C) less expensive but attractive
   (D) less expensive therefore attractive

44. (A) Because it has a lot to offer to our senses.
(B) Because we can listen to different types of music in the midst of nature.
(C) Because nature is all powerful.
(D) Because it relieves our minds of a lot of stress.

45. (A) Reading a book.
(B) Cleaning the garage.
(C) Making a writing desk.
(D) Selecting a design for a desk.

46. (A) In the garage.
(B) In the library.
(C) In the kitchen.
(D) On the lawn.

47. (A) Because he is a carpenter.
(B) Because he does not like to waste time.
(C) Because he likes to work on a Sunday.
(D) Because he thinks that by doing so he can have a choice in material and design and save some money.

48. (A) From a furniture show room.
(B) From the woman.
(C) From a book.
(D) From a friend.

49. (A) Read it.
(B) Hide it away till winter.
(C) Throw it away.
(D) Give it to her friend.

50. (A) Because she does not like to work.
(B) Because she does not think they need a writing desk.
(C) Because she feels they have wasted a nice day in the garage.
(D) Because she does not want to save money.

STOP

If time still remains, you may review work only in this section.
When the time allotted is up, you may go on to the next section.

5. __________ people study Latin seriously, while most seem to prefer Spanish, Italian and the like.
(A) Little
(B) Few
(C) Many
(D) Much of

6. ______________________________ the less interested we have become in our religion, nationality and family life.
(A) The further the century progressed,
(B) The further the century has progressed,
(C) The more the century progressed,
(D) As the century progressed,

7. We cannot believe that he is the man _____ saved you from drowning.
(A) that
(B) whom
(C) who
(D) whose

8. John and Pamela hated __________ for not being by their little sister's side at the hospital.
(A) her self
(B) they
(C) themself
(D) themselves

9. The only thing _____ stopped her from going to study abroad was the pleading of her grandmother.
(A) who
(B) which
(C) whom
(D) why

10. ______________________________ is a way of life for them, not something that terrorizes them.
(A) Living with deadly snakes
(B) Having lived with deadly snakes
(C) Living deadly snakes
(D) Deadly snakes

11. She also wrote poetry ______________ articles for the local newspaper.
(A) alongside she wrote
(B) beside writing
(C) as well as writing
(D) besides writing

12. The department ordered ______________ new furniture to redecorate its offices.
(A) many
(B) a large number of
(C) a large amount of
(D) several

13. Since the beginning of time, women ______________ of as inferior to men.
(A) are thought
(B) have been thought
(C) are thoughtful
(D) were thought

14. ______________ about the need to educate people on recycling, the speaker stressed the importance of conserving paper.
(A) During talking
(B) While talking
(C) In the event of talking
(D) A talk

15. A metaphor, ______________ compares two things that are different, but have something in common.
(A) often used in poetry,
(B) has use in poetry,
(C) is used in poetry,
(D) has uses in poetry,

DIRECTIONS: In questions 16-40 each sentence has four underlined words or phrases marked (A), (B), (C), and (D). Choose the one word or phrase which is incorrect and must be changed to make the sentence correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the answer you have chosen.

16. Foreigners who understand the styles of American communication will far less likely be (A) to contribute to (B) misunderstandings and negative feelings, and their (C) opportunities for constructive interaction will be (D) much greater.

17. Once the (A) province of aging screen stars and wealthy, (B) cosmetic surgery now attracts middle-class office workers, many (C) in their 30s and 40s, and many of them men. (D)

18. Self-educated philosopher (A) and orphan who wearily travelled (B) China advocating the traditional Chinese way of life, Confucius survived all three of his children and never (C) fulfilled his life-long (D) search for a government post in which he could demonstrate his teachings.

19. Neither too much (A) rest nor (B) a (C) diet of rich food are (D) good for the body.

20. Associated with African-American music has been the lively and sentimental
A B C
minstrel songs written by composers such as Stephen Foster and James Bland.
D

21. Once considered a luxury, the video recorder has become a necessary even for
A B C D
middle class people all over America.

22. Columbus landed on an island in the Caribbean Sea, off the coast of North America,
A B
in October 12, 1492 and thought he had reached India.
C D

23. The commission's report suggested to the agricultural countries that continue with
A B C
their own farming methods instead of blindly adopting the methods of developed,
D
industrial countries.

24. The Classic Maya who considered the numbers and the days in their calendar as a
A B
procession of Gods who marched along an eternal trail with no beginning and no end.
C D

25. Like most other modern instruments, the European lute was merely a refinement of
A
a Near Eastern model which reached at Europe during the Middle Ages through
B C D
Spain and the Islamic conquests.

26. For years, Somerset Maugham was the most popular short-story writer in (A) English, and his stories, like (B) those of Maupassant is (C) directness and firm structure, are still widely read (D).

27. Most animals feed (A) is (B) made from a mixture of corn and wheat chaff rather (C) than (D) chemicals.

28. Almost 20 percent (A) of Finland's population, closely (B) 900,000 people, live in the ten-region (C) metropolitan area of (D) Helsinki.

29. An American's (A) faith in the rule of law explains the conviction which many held, and (B) many foreigners could not understand, that (C) President Nixon should be removed from office (D) as a result of his behavior in connection with what was called the "Watergate Scandal".

30. As (A) small talk, house wives, whose (B) numbers are steadily decreasing in American society, are liking (C) to talk about their (D) children, if they have any, or about household matters or personal care.

31. The dam used as a drinking water reservoir until recently, when the oil spill from
A B
an exploding tanker made the water unusable.
C D

32. Each specialized group coins new words: while some of these spread quickly,
A B
especially when they are picked up by newspapers and the television and radio
C
media, others of these may become popular only in one city or geographic region.
D

33. On the basis of annual flow combined with considerable height, Guaira, located
A B
between Brazil and Paraguay, is the world's greater waterfall.
C D

34. By having faxed the synopsis, she only needed to follow it up with the full-length
A B C D
manuscript.

35. When given a choice between a microwave and an exercise-machine, Patricia said
A B
she could rather have the former.
C D

36. If early arrival of the doctor or ambulance is expected, try not to administering
A B C
medical assistance on your own.
D

37. A recent study of woodpeckers may have solved their mystery of why these birds
A B C
do not suffer brain damage or concussions as they hammer.
D

38. It had been a long tradition between the Montague family and the Capulet family to quarrel with one another.
(A: had been; B: between; C: with; D: one another)

39. Wholely the book was less interesting than the individual sections describing the struggles faced by the cave men.
(A: Wholely; B: than; C: describing; D: faced)

40. Although the justices have been tolerant in the past, in recent years the majority have voted to permit the search of student possessions without a warrant, a result of the excessive drug abuse in school campuses.
(A: have been; B: have voted; C: student; D: a result)

STOP

If time still remains, you may review work only in this section. When the time allotted is up, you may go on to the next section.

Section 2 : VOCABULARY AND READING COMPREHENSION

TIME: 45 Minutes
60 Questions

DIRECTIONS: In questions 1-30 each sentence has an underlined word or phrase, marked (A), (B), (C), and (D). Choose the one word or phrase which **best keeps the meaning of the original sentence** if it replaced the underlined word or phrase. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the answer you have chosen.

1. Today's physicians have at their disposal an ample array of data to assist them in diagnosing a morbid condition in a living patient.
   (A) service
   (B) dissuation
   (C) settling
   (D) dissension

2. Niacin is one of the most stable of all vitamins.
   (A) vascillating
   (B) fluctuating
   (C) secure
   (D) tenuous

3. One of the many resulting effects of adrenalin on the body is the stimulation of the heart.
   (A) spurring
   (B) depressing
   (C) inhibiting
   (D) retarding

4. It is useful to distinguish between two forms of science: pure science, which involves basic research, and applied science, which involves technology.

(A) skills
(B) theory
(C) investigation
(D) chemistry

5. Not all small memory lapses in old age are signs of "senility".

(A) slips
(B) latitudes
(C) laments
(D) lauds

6. If a fever persists, a doctor should be called since this may mean that a more serious infection is present.

(A) disappears
(B) continues
(C) perishes
(D) vanishes

7. The scientific study of caves—speleology—is a composite science based on geology, hydrology, biology and archeology.

(A) simple
(B) unmixed
(C) single
(D) combination

8. Pantothenic acid is abundant in liver, eggs, white and sweet potatoes, peas, whole grain (particularly wheat) and peanuts.

(A) plentiful
(B) scarce
(C) inadequate
(D) insufficient

9. Biotin deficiency is rare, probably because the bacteria in the intestinal tract produces biotin so that more is available than is consumed in the diet.
(A) mission
(B) expanse
(C) function
(D) task

10. The grave was set against a cliff, and a curved masonry wall in front held back the earth.
(A) clay
(B) mud
(C) land
(D) stonework

11. Early basket makers used baskets for many utilitarian purposes.
(A) impractical
(B) functional
(C) fanciful
(D) worthless

12. A physician faced with a child over two-years-old who does not speak often will refer the child for complete audiological testing.
(A) speaking acuity
(B) visual acuity
(C) hearing acuity
(D) tactile acuity

13. Some scientists are using brain imaging techniques to try to locate the center of auditory processing.
(A) factual
(B) tangible
(C) representation
(D) genuine

14 Greenback, cutthroat trout in Colorado have been crowded out of their habitat by other species of trout.

(A) places
(B) environments
(C) varieties
(D) designs

15. What do you know about your family's surname?

(A) beginnings
(B) origin
(C) genealogy
(D) last name

16. The jilted bride was stuck with all the bills, a wedding dress, and no husband.

(A) fulfilled
(B) spurned
(C) consummated
(D) spoken for

17. Documentation of sources in research is an important part of the process.

(A) uncorroborated
(B) verification
(C) unauthenticated
(D) unsubstantiated

18. A quiet moment, spent alone, can take you out of turmoil of a stressful situation.

(A) tranquility
(B) peace
(C) chaos
(D) quiet

19. Most of the Presidents of the United States have been inaugurated at the Capitol Building.

(A) ridiculed
(B) deposed
(C) impeached
(D) inducted

20. The objective of the United States government is to protect the rights and freedoms of the people.
(A) intention
(B) inception
(C) premise
(D) origin

21. By fostering independence in children you will gain their affection and their respect.
(A) neglecting
(B) denegrading
(C) frustrating
(D) encouraging

22. Metal-lined heat exchangers are devices which can provide improvements in fireplace efficiencies.
(A) tools
(B) apparatuses
(C) tricks
(D) apparitions

23. That was an excessive fine for breaking the law.
(A) conservation
(B) exorbitant
(C) moderate
(D) reasonable

24. The Statue of Liberty was a gift from France to the United States, dedicated in 1886, symbolizing republican ideals.
(A) diverting
(B) verifying
(C) alluring
(D) representing

25. A person cannot be denied his/her freedom during a trial because the judge has set a high, unfair amount for bail.

(A) augment
(B) luster
(C) surety
(D) arrogance

26. Co-op education is interactive and reinforcing.

(A) non-dormant
(B) detached
(C) uninvolved
(D) inert

27. Our spacecraft have orbited around and provided much information about planets.

(A) idled
(B) stagnated
(C) irritated
(D) revolved

28. Wood is usually advertised as green or seasoned.

(A) scattered
(B) immature
(C) ripe
(D) limpid

29. Where success is concerned, the only determinants are one's ambition and resourcefulness.

(A) depictions
(B) influences
(C) indictments
(D) menaces

30. When buying a watch, price, appearance, guarantee of accuracy, and ease of maintenance will no doubt be important.

(A) innovation
(B) brink
(C) warranty
(D) ordeal

DIRECTIONS: In this section you will read several passages. Each one is followed by several questions about it. For questions 31-60, you are to choose the best answer to each question, marked (A), (B), (C), and (D). Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the answer you have chosen.

Passage 1

During the past three years the staff members of the Smithsonian Institution's Family Folklore Project have interviewed hundreds of persons about their family folklore. To prepare for these interviews we drew upon our academic backgrounds in folklore and American studies, and upon our personal backgrounds as members of families. In addition, we reviewed the major instruction guides in genealogy, oral history, family history, and folklore fieldwork. Although these publications were all helpful in some way, no single book was completely adequate since family folklore combines aspects of all the above disciplines. Over time we have developed guidelines and questions that have proven successful for us; we hope that the following suggestions will be helpful to anyone who wishes to collect the folklore of his or her own family.

31. The assumption of this passage is that
    (A) anyone can successfully interview people about their family folklore without prior training
    (B) American history is inherent in the family folklore of Americans
    (C) American history and folklore of Americans have no connections
    (D) no guidelines are needed in the interviews

32. According to the passage, which kind of instructional guide was <u>not</u> consulted as a source?
    (A) clinical sociology
    (B) genealogy guides
    (C) oral history
    (D) folklore fieldwork

33. "Academic background" in this passage refers to
    (A) life experience
    (B) college/university study
    (C) fieldwork
    (D) travel

34. One definition of family folklore represents it as
   (A) not historical in nature
   (B) not traditional in nature
   (C) not academic in nature
   (D) interdisciplinary in nature

35. The final decision of the Smithsonian Institution's Family Folklore Project was to
   (A) use only a fieldwork guide to proceed with their work
   (B) to trust only already published guides on how to proceed
   (C) to use only historical accounts on how to collect family folklore
   (D) write their own guidelines on how to collect family folklore

Passage 2

The most popular organic gem is the pearl. A pearl is the response of a marine mollusk to the presence of an irritating impurity accidentally introduced into its body; a cultured pearl is the result of the intentional insertion of a mother-of-pearl bead into a live mollusk. Whether introduced accidentally or intentionally, the pearl-making process is the same: the mollusk coats the irritant with a substance called nacre. Because very few natural pearls are now on the market, most pearls used in fine jewelry are cultured. These include "Biwa" pearls and most other freshwater pearls.

36. A pearl is
   (A) a rock
   (B) an alloy
   (C) a mineral
   (D) an organic gem

37. The difference between a pearl and a cultured pearl is the nature of the
   (A) color
   (B) introduction of the irritating impurity
   (C) coating material
   (D) size

38. Nacre is a substance that is
   (A) mechanically manufactured
   (B) the result of laboratory testing
   (C) organically secreted by the mollusk
   (D) present in the chemical composition of freshwater ponds

39. The main idea in this passage is that
   (A) most marketable pearls are cultured because nature does not produce enough of its own to satisfy the market.
   (B) cultured pearls are of a higher quality than natural pearls.
   (C) there are two major methods of pearl-making.
   (D) a natural "drought" of pearl production is taking place

40. A mollusk, while not defined in this passage, must be
   (A) any animal
   (B) a land animal
   (C) the water organism which produces the pearl
   (D) all the above

Passage 3

From the dawn of civilization, the gaze of humanity has been drawn to the stars. The stars have been relied upon to direct travelers, to make agricultural predictions, to win wars and to awaken love in the hearts of men and women.

Ancient stargazers pondering the nighttime sky saw definite star patterns emerge. Today's astronomers have charted 88 of these patterns, or constellations, which may be viewed from different parts of the world at different times of the year.

41. The passage states that
   (A) man never depends on the stars
   (B) stars are only for beautifying our skies
   (C) man has depended on stars at times
   (D) moons are the same as stars

42. The author states that
   (A) only adults are intrigued with the stars and constellations
   (B) stars have scientific significance only
   (C) only children are intrigued with the stars and constellations
   (D) people have been intrigued with the stars and constellations since ancient times

43. "Predictions" in this passage refer to
   (A) crop fertility
   (B) war success
   (C) Cupid's progress
   (D) travel directions

44. The word "charted" in this passage means
   (A) admired
   (B) identified according to composition and location
   (C) illustrated
   (D) named

45. Which two words are used synonymously in the passage?
   (A) humanity-astronomers.
   (B) different parts-different times.
   (C) stargazers-travelers.
   (D) patterns-constellations

Passage 4

Try to make the Visitor Center your first stop at any park. There you will find information on attractions, facilities, and activities such as scenic drives, nature trails, and historic tours. Descriptive films, literature, and exhibits will acquaint you with the geology, history, and plant and animal life of the area. The park staff will answer questions about accommodations, services, and the attractions. Most of the parks described in this book do not offer meals and lodging.

Many parks can provide assistance for those who have visual, auditory, or other physical limitations. Most have parking lots, restrooms, and other features that are accessible to disabled persons. If accessibility is important to you, however, inquire in advance.

46. In this passage "accessibility" means
   (A) availability of admission tickets to certain areas
   (B) availability of park staff to assist people
   (C) the ease with which a physically disabled person can get to and through a park
   (D) in what direction one drives to get to a particular attraction

47. The implication for handicapped people is that
   (A) they are welcome but not provided for in most parks.
   (B) they are welcome and provided for in most parks
   (C) they are not really welcome in most parks
   (D) there are no facilities for them in most parks

48. The background material described includes all the following <u>except</u>
   (A) interviews with inhabitants
   (B) exhibits
   (C) literature
   (D) films

49. What is meant by "accommodations"?
- (A) scenic drives-nature trails
- (B) geology-history
- (C) meals-lodging
- (D) plant life-animal life

50. What limitations does the author not consider with respect to requiring special assistance?
- (A) visual limitations
- (B) auditory limitations
- (C) physical limitations
- (D) mental limitations

Passage 5

The use of asbestos millboard in wall and floor protection is a controversial issue because of the health hazard of asbestos fibers in the manufacturing, preparation and handling of the millboard. The National Fire Protection Association is currently initiating the process of removing asbestos as a standard protection for reduced clearances. Since the process is a lengthy one, this new standard will probably not be in effect until early 1981. We strongly encourage use of an alternative protection whenever one is available. However, if you must use the asbestos millboard, use it cautiously. We recommend painting the asbestos to keep the fibers from coming loose. If the board must be cut, do not inhale the dust; do the work outdoors, using a breathing mask.

51. The overall implication of the passage is
- (A) asbestos is as safe as other building materials
- (B) only touching the asbestos fibers with your hands is harmful
- (C) asbestos can be harmful to one's health
- (D) using asbestos in building materials is all right

52. The National Fire Protection Association is
- (A) promoting asbestos as a safe building material
- (B) becoming active in the removal of asbestos as a standard building material
- (C) taking a "wait-and-see" position on asbestos as a building material
- (D) staying out of the asbestos controversy completely

53. "Controversial" as used in this passage means
- (A) without pro and con sides in the question of its use
- (B) an issue about which there are strong opinions on both the pro and con sides
- (C) an issue about which there is agreement
- (D) something no one really cares about

54. "Inhale" in this passage means
(A) breathe into either nose or mouth
(B) take in air through eyes
(C) get fibers under fingernails
(D) get fibers in open cuts and sores

55. What can be used as a deterrent to the hazard of asbestos?
(A) water
(B) boards
(C) air
(D) paint

Passage 6

The term "verbal dyspraxia" is used by some scientists and clinicians to describe the inability to produce the sequential, rapid, and precise movements required for speech. Nothing is wrong with the child's vocal apparatus, but the child's brain cannot give correct instructions for the motor movements involved in speech. This disorder is characterized by many sound omissions. Some verbally dyspraxic children, for instance, speak only in vowels, making their speech nearly unintelligible. One little boy trying to say "My name is Billy" can only manage "eye a eh ee-ee". These children also have very slow, halting speech with many false starts before the right sounds are produced. Their speech errors may be similar to those children with phonological impairment.

56. A person suffering from verbal dyspraxia cannot produce
(A) precise speech sounds
(B) vowel sounds
(C) more than one sound in a series
(D) any human sounds

57. Sound omissions in verbally dyspraxic children are
(A) only occasional
(B) very rare
(C) nonexistent
(D) common

58. Similarity of speech errors exists between
(A) stroke victims and verbal dyspraxics
(B) heart attack vic[illegible] [illegible]al dyspraxics
(C) verbal dyspra[illegible] [illegible] with phonological impairment
(D) mutes and ver[illegible]

59. The implication about consonants in this :
   (A) they are not necessary for intelliger
   (B) without them human speech is uninte...
   (C) lack of them causes stuttering
   (D) lack of them slows down human speech

60. The real source in the disability of verbal dyspraxia is
   (A) vocal apparatus
   (B) the brain's inability to give instructions for motor movements involved in speech
   (C) the child's personality
   (D) a physical disability

STOP

If time still remains, you may review work only in this section.

TEST 2

ANSWER KEY

SECTION 1:STRUCTURE AND WRITTEN EXPRESSION

1. (B)	11. (D)	21. (C)	31. (A)
2. (B)	12. (C)	22. (C)	32. (D)
3. (C)	13. (B)	23. (C)	33. (D)
4. (B)	14. (B)	24. (A)	34. (A)
5. (B)	15. (A)	25. (C)	35. (C)
6. (B)	16. (A)	26. (C)	36. (C)
7. (C)	17. (B)	27. (A)	37. (C)
8. (D)	18. (A)	28. (B)	38. (D)
9. (B)	19. (D)	29. (B)	39. (A)
10. (A)	20. (B)	30. (C)	40. (B)

SECTION 2: VOCABULARY AND READING COMPREHENSION

1. (A)	16. (B)	31. (B)	46. (C)
2. (C)	17. (B)	32. (A)	47. (B)
3. (A)	18. (C)	33. (B)	48. (A)
4. (C)	19. (D)	34. (D)	49. (C)
5. (A)	20. (A)	35. (D)	50. (D)
6. (B)	21. (D)	36. (D)	51. (C)
7. (D)	22. (B)	37. (B)	52. (B)
8. (A)	23. (B)	38. (C)	53. (B)
9. (B)	24. (D)	39. (C)	54. (A)
10. (D)	25. (C)	40. (C)	55. (D)
11. (B)	26. (A)	41. (C)	56. (A)
12. (C)	27. (D)	42. (D)	57. (D)
13. (C)	28. (C)	43. (A)	58. (C)
14. (C)	29. (B)	44. (B)	59. (B)
15. (D)	30. (C)	45. (D)	60. (B)

Section 1:
STRUCTURE AND WRITTEN EXPRESSION
Explanations

1. (B) (A) is incorrect because while the subject is in the singular, **one of the**, the main verb is in the plural, **have**. (B) is the correct answer. The subject is plural and so is the corresponding verb. (C) is incorrect. It is unacceptable to use **any** while writing a sure statement. **Any** can be used if the sentence reads as follows: Any of the aspects of his talk may have global applications. (D) is incorrect. If the sentence is begun with (D), it remains incomplete. **Although** is used only to juxtapose two different ideas.

2. (B) (A) is incorrect because the sentence has no object. The sentence leaves us asking **The American way of life has admired and criticized what?** (B) is correct. It is a passive sentence. (C) is incorrect because the subject is singular, but the verb is in the plural form. (D) is incorrect because the nouns **admiration** and **criticism** have been wrongly used.

3. (C) (A) is incorrect because it indicates that only one **student's** hands were dirty. (B) is incorrect because there is no indication of possession, as denoted by apostrophes. (C) is correct. When the apostrophe is placed after the plural marker, it shows that all the students' hands were dirty. (D) is incorrect. All the students cannot have only one hand.

4. (B) (A) is incorrect. Air fare that is expensive cannot be attractive too. (B) is correct. **Less...more...than ever before** is the structure. It is a comparison of fares that have become less expensive, and therefore more attractive than before. (C) and (D) are incorrect because the second part of the clause does not fit in with the **...than ever before**. It has to be **more attractive than ever before.**

5. (B) (A) is incorrect because **little** is used with uncountable nouns. (B) is correct. **Few** without an article suggests the small number of people who study Latin and compares it in this sentence to most of the people who seem to prefer Spanish and the like. (C) is incorrect, because in a comparison it is necessary to have a conjunction such as **but** when using **many** and **most**. (D) is incorrect because **much** is used with uncountable nouns.

6. (B) (A) is incorrect because of the inconsistency of tense in the sentence. The first part of the sentence is in the simple past, while the second is in the present perfect. (B) is correct. The tenses are correct for both parts of the sentence. (C) is incorrect because of the same reason as (A). (D) is incorrect because the first part of the sentence does not lend itself to comparison as does the second part. The structure in this case is **the further...the less.**

7. (C) (A) is incorrect. Although it is accepted in spoken American English, **that** is used only in reference to ideas, things, and nonpeople nouns. (B) is incorrect because **whom** is used with a preposition such as **to whom, with whom, from whom**, etc. (C) is correct. The relative pronoun **who** refers to the man who saved you from drowning. (D) is incorrect. **whose** is a relative pronoun used to show possession, such as **whose bag**, etc.

8. (D) (A) is incorrect because the subject is plural and **herself** is a reflexive pronoun in third person singular. (B) is incorrect because **they** is unacceptable usage here. It can only be **them**. (C) is incorrect. The reflexive pronoun for **them** is **themselves**, in plural. (D) is the correct answer: third person plural reflexive pronoun.

9. (B) (A) is incorrect. The relative pronoun **who** is used only to refer to people. In this case, reference is to **pleading**. (B) is the correct answer. The relative pronoun for an idea or thing is **which**. (C) is incorrect. Refer to answer (B). (D) is incorrect. If the reason was the subject of the sentence, **why** would have been acceptable. But the sentence begins with **The only thing:...**

10. (A) (A) is the correct answer. **Living** is a gerund, a verb that can be used as a noun. (B) is incorrect because of the lack of the pronoun **it**, after **Having lived with deadly snakes**. Without the pronoun, we will have to ask, what is a way of life? (C) and (D) are incorrect because the verb of the sentence is in the singular, while the subject is in the plural.

11. (D) (A) is incorrect. There is an unnecessary repetition of **she wrote**. (B) is incorrect, because **beside** is used to show proximity rather than addition. (C) is incorrect because **also** and **as well as** are repetitions of the same thing. (D) is correct. It is important to pay attention to the difference between **beside** and **besides**. **Besides** refers to ideas such as **other than**. Other than writing articles for the local newspaper, she wrote poetry.

12. (C) (A) and (B) are incorrect because **furniture** is an uncountable noun, while **many** is used only with countable nouns. (C) is the correct answer. Furniture can be ordered in large quantities and amounts, as they are uncountable. (D) is incorrect. Refer to (C).

13. (B) (A) is incorrect because **are thought of** shows that the thought prevails now and not since the beginning of time. (B) is the correct answer. Present perfect in the passive voice is the correct tense form to show that from the very beginning of time, people have thought of women as being inferior to men. (C) is incorrect because **thoughtful** is an adjective which means **considerate**. Although it has the same root word, thought, it means something quite different. (D) is incorrect because **were thought** can be used only if the thought **used to prevail** and it no longer exists. But the first part of the sentence suggests that things have not changed and that from the very beginning, up to the present time, they are still thought of the same way.

14. (B) (A) is incorrect because **during** can be used only in reference to a period of time, e.g., **during the recess, during the talk, during the performance**. It is incorrect to use it with actions, like during talking, during dancing. (B) is the correct answer. In the process of talking about recycling, the speaker also stressed paper conservation. (C) is incorrect because **in the event** suggests as a result of **talking**, but the meaning is **while talking**. (D) is incorrect because the subject of the sentence is the speaker's stressing the importance of recycling and paper conservation. Therefore, the sentence can only begin, **While talking about....**

15. (A) (A) is correct. The clause refers to the metaphor and adds the information that they are often used in poetry. (B), (C), and (D) are incorrect because it contributes a main verb, **has use, which** is unnecessary. The sentence already has a main verb, **compares.**

16. (A) (A) is incorrect. The main verb is **will be**. Although main verbs may be broken up to accommodate an adverb, in this case, it distorts the meaning. The sentence should read **...will be far less likely to contribute....**

17. (B) (B) is the incorrect answer. As the reference here is to all the wealthy in general, it should be **the wealthy.**

18. (A) (A) is incorrect. It should read **A self-educated philosopher and orphan**. The sentence is a simple case of reversed subject and adjectival clause. It is a reversal of **Confucius, a self-educated philosopher and orphan....** Therefore, the article **a** is necessary.

19. (D) (D) is incorrect. The **neither...nor** structure is one that must be paid close attention. The verb that follows the structure is always in the singular. It is common to make the mistake of using the plural from when the sentence is perceived as having two subjects. The sentence should read, **Neither too much rest nor a diet of rich food is good for the body.**

20. (B) (B) is incorrect. This sentence calls for careful reading. If we ask the question, "What is associated with African-American music?"—the answer is in the plural form, lively and sentimental minstrel songs. Therefore the verb should be put in the plural form to read, **have been.**

21. (C) (C) is incorrect. The correct part of speech to be used here is the noun form of the word: **necessity.** The video recorder has become a necessity.

22. (C) (C) is incorrect. When the date includes a number, such as 12th, 31st, or a day, such as Monday or Friday, the pronoun that goes with it is **on.**

23. (C) (C) is incorrect. With **suggested to,** the verb that follows should be in the infinitive, **to continue.** The sentence would therefore read **...report suggested to the agricultural countries that they continue with...**

24. (A) (A) is incorrect. The first relative pronoun, **who,** is not needed. The Maya people **considered the numbers and days in their calendar as a procession of Gods who marched along an eternal trail with no beginning and no end.** The second **who** is necessary because it is the Gods who marched, not the Maya people.

25. (C) (C) is incorrect. The preposition is not necessary when used with **reached.** However, if the verb was **arrived, at** would be needed. **The lute reached Europe during the Middle Ages.**

26. (C) (C) is incorrect. **Maugham's** stories are like those of Maupassant in their directness and firm structure; e.g., she is like me in her dislike for sea food, is another way of saying that we both dislike sea food.

27. (A) (A) is incorrect. **Animal feed** is a compound word and comes under the category of words like **man hunt, animal farm,** etc. Although it may stand for plural nouns, it is used in the singular.

28. (B) (B) is incorrect. Although it would have been acceptable to use **nearly** in that place, close does not become **closely.** It should read **...Finland's population, close to 900,000...**

29. (B) (B) is incorrect. There should also be a relative pronoun here, **which**. It is part of the clause, **and which many foreigners could not understand.**

30. (C) (C) is incorrect. **Liking** can easily be mistaken for being part of the verb **are liking**, but it really is an adverb there and should read, **are likely to talk about their children.**

31. (A) (A) is incorrect. If the second part of the sentence were taken away, the first part would be left without a verb. It should read **The dam was used as a drinking water reservoir....**

32. (D) (D) is incorrect. **Of these** is redundant because of the presence of **others**. **Others** by itself means **other new words.**

33. (D) (D) is incorrect. **Greater** can be used here only if the comparison is between two rivers. It is obviously a comparison of all the big rivers in the world, so **greatest** is the correct answer.

34. (A) (A) is incorrect. **By doing something** is the correct structure, e.g., **by faxing the synopsis, by writing the memo**, etc. In this case, there is no need for **by** before **having faxed**. The expression means that the act has been done.

35. (C) (C) is incorrect. **Would** is the modal for showing preference as Patricia did here. She would rather have the microwave.

36. (C) (C) is incorrect. **To administer** should be the correct conjugation of the verb. The sentence is in the imperative: **try** not to administer is the important thing to note here.

37. (C) (C) is incorrect. Although the mystery may pertain to the wood woodpeckers, it does not become the woodpeckers' mystery. So it suffices to say **the mystery**.

38. (D) (D) is incorrect. It should read **each other**. Although at a glance it may appear correct, the important thing to note here is that the nouns are two in number. In such a case, it should be **each other**. If there were three families or more, it would be **one another**.

39. **(A)** (A) is incorrect. It is often easy to mistake words that are made from the common root word, as in this case. **On the whole** does not mean the same thing as **wholly**. **Wholly** means totally; while **On the whole** means **globally**, or in the surface.

40. **(B)** (B) is incorrect. This sentence is another that has to be studied carefully. The sentence began with a plural noun, **Justices**, but it later talks about the **majority**, which is a singular noun. Therefore, the verb should be singular and should read **has voted**.

Section 2: VOCABULARY AND READING COMPREHENSION

Explanations

1. (A) "Service," in this context, means the same as "at their disposal" and is therefore correct. (B), "dissuation," means deterrence. (C), "settling," means calming. (D), "dissension," means discord.

2. (C) "Secure" means the same as stable and is therefore correct. (A), "vascillating," (B), "fluctuating," and (D), "tenuous," are all antonyms and therefore incorrect.

3. (A) "Spurring" means the same as stimulation and is therefore correct. (B), "depressing," (C), "inhibiting," and (D), "retarding," are all antonyms and therefore incorrect.

4. (C) "Investigation" is synonymous with research, and is therefore correct. (A), "skills," meaning aptitude, and (B), "theory," meaning idea, are incorrect. (D), "chemistry," is a type of science, and therefore incorrect.

5. (A) "Slips" are the same as lapses. (B), "latitudes," means liberties. (C), "laments," are moanings and (D), "lauds," are praise.

6. (B) "Continues" is the same as persists. (A), "disappears," (C), "perishes," and (D), "vanishes," are all antonyms and therefore incorrect.

7. (D) "Combination" means composite. (A), "simple," (B), "unmixed," and (C), "single," are all opposites.

8. (A) "Plentiful" means abundant. (B), "scarce," (C), "inadequate," and (D), "insufficient," are all antonyms.

9. (B) "Expanse" means tract. (A), "simple," (C), "function," and (D), "task," all mean job.

10. (D) "Stonework" is correct. (A), "clay," (B), "mud," and (C), "land," refer to other elements.

11. (B) "Functional" means the same as utilitarian. (A), "impractical," (C), "fanciful," and (D), "worthless," are all antonyms.

12. (C) "Hearing acuity" means audiological. (A), "speaking," (B), "visual," and (D), "tactile," refer to other parts of the body.

13. (C) "Representation" means imaging. (A), "factual," (B), "tangible," and (D), "genuine," all infer real, and an image is only a resemblance.

14. (C) "Varieties" means species. (A), "places," means locations. (B), "environments," means surroundings. (D), "designs," means markings.

15. (D) "Last name" is a surname. (A), "beginnings," (B), "origins," and (C), "genealogy," refer to family history.

16. (B) "Spurned" is jilted. (A), "fulfilled," (C), "consummated," and (D), "spoken for," all refer to being married rather than being left at the altar.

17. (B) "Verification" is documentation. (A), "uncorroborated," (C), "unauthenticated," and (D), "unsubstantiated," are all antonyms.

18. (C) "Chaos" is turmoil. (A), "tranquility," (B), "peace," and (D), "quiet," are all antonyms.

19. (D) "Inducted" is the same as inaugurate. (A), "ridiculed," means to make fun of. (B), "disposed," means gotten rid of. (C), "impeached," means removed from office.

20. (A) "Intention" is an objective (B), "inception," means beginning. (C), "premise," means belief and (D), "origin," means beginning.

21. (D) "Encouraging" is the same as fostering. (A), "neglecting," (B), "denegrading," and (C), "frustrating," are all antonyms

22. (B) "Apparatus" is the same as device. (A), "tools," implies work, and is too specific, (C), "tricks," are hoaxes, and (D), "apparitions," are illusions.

23. (B) "Exorbitant" means excessive and is therefore correct. (A), "conservative," (C), "moderate," and (D), "reasonable," are all opposites.

24. (D) "Representing" means symbolizing. (A), "diverting," means changing. (B), "verifying," means confirming. (C), "alluring," means tempting.

25. (C) "Surety" is equal to bail. (A), "augment," means to increase. (B), "luster," is a shine. (D), "arrogance," is haughtiness.

26. (A) "Non-dormant" means interactive and is therefore correct. (B), "detached," (C), "uninvolved," and (D), "inert," are all antonyms.

27. (D) "Revolved" is the same as orbited. (A), "idled," and (B), "stagnated," are opposites and (C), "irritated," means angered.

28. (C) "Ripe" means ready to burn or season. (A), "scattered," means thrown about. (B), "immature," is an antonym. (D), "limpid," means clear.

29. (B) "Influences" are the same as determinants. (A), "depiction," means descriptors. (C), "indictment," means accusation. (D), "menaces," means threats.

30. (C) "Warranty" is equivalent to a guarantee. (A), "innovation," equals change. (B), "brink," means the edge. (D), "ordeal," means a painful experience.

31. (B) "American history is inherent in the family folklore in America" is correct. (A) "anyone can successfully interview people about their family folklore without prior training," may appear to be true, but one must then realize that the results will not be as comprehensive and effective as compared to an interview carried out by someone with prior training. (C) "American history and folklore of Americans have no connections" is implied as incorrect by the words "background in folklore and American studies," showing a connection according to the staff at the Smithsonian Institution. (D) "no guidelines are needed in the interviews" is false, as demonstrated by the Smithsonian group, who felt the need to write their own.

32. (A) "Clinical sociology guides" are the only ones not discussed in the passage. (B) "genealogy guides," (C) "oral history," and (D) "folklore fieldwork," are all mentioned.

33. (B) The implication is that staff members of the Smithsonian Institution's Family Folklore Project are most likely college graduates. (A) "life experience," (C) "fieldwork," and (D) "travel," do not necessarily take place in a college setting.

34. (D) The phrase "no single book was completely adequate since folklore combines aspects of all the above disciplines" clearly shows that "interdisciplinary" is correct. As the passage does state that the definition does represent it as historical, traditional and academic in nature. (A), (B), and (C) are not correct.

35. (D) "Over time, we have developed guidelines and questions that have proved successful for us" indicates that "write their own book on how to collect family folklore" was their decision. (A) "use only a fieldwork guide to proceed with their work," (B) "to trust only already published guides on how to proceed," and (C) "to use only historical accounts on how to collect family folklore," are disproved by the statement that they did develop their own guidelines and questions.

36. (D) "Organic gem" is mentioned in the first sentence. While (B) "a gemstone," is a partial answer, it is not complete. (A) "a rock," and (C) "a mineral" are not mentioned at all.

37. (B) "The introduction of the irritating impurity" is described in the second sentence as the difference between a pearl and a cultured pearl. (A) "color" is not mentioned in the passage. (C) The "coating material" is nacre for both a cultured and a natural pearl. (D) "irritating impurity" is not correct because it is not a complete answer.

38. (C) "Organically secreted by the mollusk" can be inferred by the statement "The mollusk (i.e., the organism) coats the irritant with a substance called nacre." (A) "mechanically manufactured," (B) "the result of laboratory testing," and (D) "present in the chemical composition of freshwater ponds" are not correct.

39. (C) The passage discusses two forms of pearl-making. (B) "The allusion that cultured pearls are of a higher quality than natural pearls" is never mentioned. Choices (A) and (D) both refer to a lack of supply of natural pearls. While it is possible that this "drought" is taking place, the passage does not state clearly why there are more cultured pearls being used; this may be the result of the lesser cost of the cultured pearls, or perhaps because they can be made more quickly and easily.

40. (C) "the water organism" is the correct answer, taken from the statement, "a cultured pearl is the result of the intentional insertion of a mother-of-pearl bead into a live marine mollusk." (A) "any animal" is much too broad to be correct, as a mollusk is a specific animal. (B) "a land animal" is totally incorrect as pearls are grown in the water. The word "marine" in the second sentence is an important clue. (D) "all of the above," cannot be true if some of the answers are incorrect.

41. (C) "Man has depended on the stars at times" is clearly stated by the words "the stars have been relied upon." (A) "man never depends on the stars" is the opposite of this statement and is therefore incorrect. (B) "stars are only for beautifying our skies" is proved incorrect by the words "relied upon" and (D) "moons are the same as stars" is never mentioned.

42. (D) References to "the dawn of civilization" and "ancient stargazers" imply a long-time fascination. (A) "only adults are intrigued with the stars and constellations" is disproved by the use of "humanity," indicating all age groups. (B) "stars have scientific significance only" is disproved by "the stars have been relied upon to direct travelers, to make agricultural predictions, to win wars and to awaken love in the hearts of men and women." (C) is also disproved by the use of "humanity," and the knowledge that adults travel, make predictions, and participate in wars.

43. (A) "Predictions" refers to "crop fertility" as seen in the words "agricultural predictions." (B) "war success" is modified by the word "win," not "predict." (C) "Cupid's progress" is implied by and preceded by the word "awaken." (D) "travel directions" is preceded by the words "relied upon."

44. (B) "Charted" means identified according to composition and location, as seen in the words "definite star patterns." (A) "admired" means to be looked at favorably. (C) "illustrated" implies picture form without words. (D) "named" refers merely to the calling of something by a specific name.

45. (D) "Patterns-constellations" are synonymous as seen in the phrase "patterns or constellations" in the last sentence. (A) "humanity-astronomers" are not always the same. (B) "different parts-different times" are two different things. (C) "stargazers-travelers" are also two different kinds of people.

46. (C) "The ease with which a physically disabled person can get to and through a park" is implied in the second paragraph. (A) "availability of admission tickets to certain areas" implies that tickets may or may not be available. (B) "availability of park staff to assist people" is not an issue of actual accessibility. (D) "in what direction one drives to get to a particular attraction" does not imply accessibility, but rather necessary knowledge to get there. The context of the word usage is important for this answer.

47. (B) "They are welcome and provided for in most parks" is seen in the sentence, "Many parks can provide assistance for those who have visual, auditory or other physical handicaps." (A) "they are welcome but not provided for," is incorrect. (C) "they are not really welcome in most parks" is not true as implied by the words, "most parks can provide assistance." (D) "there are no facilities for them in most parks" is not true, as implied by the phrase "many parks can provide assistance."

48. (A) "Interviews with inhabitants" is not mentioned in the first paragraph as are (B) "exhibits," (C) "literature," and (D) "films."

49. (C) Meals and lodging describe the word "accommodations" as seen in the last sentence of the first paragraph. (A) "scenic drives-nature trails," (B) "geology-history," and (D) "plant life-animal life" have nothing to do with accommodations.

50. (D) The first sentence of the second paragraph does not include mental limitations in its list of special assistance provisions. All others are included in the author's list of limitations and are, therefore, incorrect.

51. (C) "Asbestos can be harmful to one's health" is implied in such terms as "health hazard," "as a standard protection," "alternate protection," "use it cautiously," "do not inhale," and "use a breathing mask." (A) "asbestos is as safe as other building materials" is not correct in light of the words, "health hazard of asbestos fibers." (B) is not correct because "do not inhale the dust" implies that the dust is a hazard to your lungs, too. (D) "using asbestos in building materials is all right" is qualified by the words of caution, "if you must use the asbestos millboard."

52. (B) "Becoming active" is implied by the statement "initiating the process of removing asbestos as a standard protection." (A) "promoting asbestos as a safe building material" is directly opposite the statement "initiating the process of removing asbestos." (C) "taking a 'wait and see' position on asbestos as a building material" is directly opposite the idea implied through the use of word "initiating." (D) "staying out of the asbestos controversy completely" is in direct opposition to the idea implied through the use of the word "initiating."

53. (B) There are strong opinions on both sides because, although the material is hazardous, its use is widespread, and it would be costly to substitute. (A) and (C) are similar incorrect choices, meaning that there is no controversy. (D) also implies a lack of controversy, but this time it is because of a lack of concern.

54. (A) "Breathe into either nose or mouth" is the correct answer, as a breathing mask is suggested to stop this hazard. (B) "take in air through the eyes" is not discussed in the paragraph. (C) "get fibers under fingernails" is not discussed, nor is (D) "get fibers in open cuts and sores."

55. (D) Paint is offered as a deterrent to the hazard of asbestos in the statement, "We recommend painting the asbestos to help keep the fibers from coming loose." (A) "water, (B) "boards," and (C) "air" are not discussed in the passage as possible deterrents.

56. (A) Produce "precise speech sounds" is described in the words "inability to produce the sequential, rapid and precise movements required for speech." (B) "vowel sounds" is incorrect because the passage states that some children speak only in vowel sounds. (C) "more than one sound in a series" is incorrect because the passage shows the little boy could make more that one sound at a time with his "eye a eh ee-ee." (D) "any human sound" is incorrect because the child described can make vowel sounds as well as exhibit "halting speech."

57. (D) "Common" is synonymous to the description of sound omissions in the sentence "This disorder is characterized by many sound omissions." (A) "only occasional," (B) "very rare," and (C) "nonexistent" are all disproven by the word "many" in the above sentence.

58. (C) "Verbal dyspraxics and children with phonological impairment" can have similar problems, as noted in the last sentence. (A) "stroke victims," (B) "heart attack victims," and (D) "mutes" are not mentioned.

59. (B) "Without consonants human speech is unintelligible" is implied by the phrase "speak only in vowels making their speech unintelligible." (A) "they are not necessary for intelligent human speech" is disproved by the words "speak only in vowels, making their speech nearly unintelligible." (C) "lack of them causes stuttering" is not discussed in the passage. (D) "lack of them slows down human speech" may be true, but is not the entire answer.

60. (B) "The brain's inability to give instructions for motor movements involved with speech" is found in the phrase "but the child's brain cannot give correct instructions." (A) "vocal apparatus," (C) "the child's personality," and (D) "a physical disability," are all incorrect as the "brain's inability" is given as the "real culprit."